Category A
Program Design, Governance, and Qualities

Program Standard 1: Program Design
The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A Teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

Element 1(a) The design of the program and the selection of prerequisites are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program’s coursework and fieldwork.

The Department of Education

Improving the Quality of Life Through Education

Mission of the Department
The Department of Education promotes passion for learning, respect for the individual, and service to society. We prepare professional educators and collaborate with all to improve the quality of life by developing democratic citizens through education.

RATIONALE
All programs of the Department of Education are organized around the department mission. An overarching theme expresses the purpose of our programs. That theme is “Developing Democratic Citizens through Public Education” (See Tab 1). We hold that an effective social and political democracy provides the greatest opportunity for the success of a diverse society, a society characterized by community values such as membership, respect, caring and trust. The essential role of education is to prepare young people for lives as active, contributing members of democratic communities. The concept of democracy, the needs of communities, the role of education, and the preparation of young people to live a democracy are complex. Educator preparation and development that offers hope and promise to our communities, recognizes, examines and communicates about
these concepts and issues, and provides opportunities for preservice and inservice educators to learn practices of democratic education.

Addressing these concepts and issues will require curricular changes in public schools, colleges and universities. This change needs to begin in earnest, and extend over time to be effective. The curriculum for educators must develop foundational understandings of democratic, pluralistic societies, promote practices that nurture students to be able to serve the “common good,” contribute to personal success, and develop the stewardship that will help schools realize their role in a democracy.¹

The Multiple Subject Program is structured so that concepts of democracy and diversity and the application of democratic teaching practices are addressed in specifications of candidate outcomes, foundational courses, teacher preparation courses, school experiences, and candidate assessments. Our response to the elements of Standard 1 will begin to show how each program component contributes to effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling.

**Candidate Outcomes**

Our Multiple (MS) and Single Subject (SS) Programs² focus on developing teacher candidates who, upon completing a program shall exhibit these characteristics:

1. Embrace core democratic values and strive to live and teach by them,
2. Know the content of the curriculum, including state-adopted standards, and be able to teach it to a diverse population of students,
3. Design learning experiences based on an understanding of students physical, intellectual, emotional, social, cultural and linguistic needs,
4. Utilize assessments to monitor student progress and modify instruction,
5. Create and maintain a democratic learning environment that supports all students’ academic and personal success,
6. Develop as a reflective practitioner who exercises legal and ethical responsibility and engages in continuous professional renewal, and

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¹ CSU, Chico is a charter member of the California Coalition for Educational Renewal. The Department of Education promotes the Agenda for Education in a Democracy of the National Network for Educational Renewal. For more information see Tab 1.
² MS and SS Programs of the Department of Education are very similar and represent the work of a unified faculty and staff. They share the same candidate outcomes, foundational courses, assessment plan and much of the structure.
7. Understand the role of teachers as moral stewards of the school and community.
These candidate characteristics become program goals that are drawn from the department mission, rationale, SB 2042 Standards and Teaching Performance Expectations. Candidate outcomes will be assessed through candidate course evaluations, candidate performance in schools, candidate teaching portfolios, and locally developed Teaching Performance Assessment tasks.

Element 1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.

PROGRAM STRUCTURE AND SEQUENCE
Candidates experience the MS Program through our new Education Block System that provides for developmental sequencing of learning experiences along with the flexibility to meet some of the personal needs of candidates. See Table 1, MS Education Block System (below). The Education Block System guides the teacher candidate through all requirements for the MS credential, from prerequisites through Teaching Practicum II, and creates a developmental sequence for teacher learning experiences. This sequence is especially important in developing knowledge and skills for teaching English learners.

MS Program courses are those in the EDTE 225 series. Other courses in the Education Block System develop essential prerequisite or related knowledge and understandings. CSU, Chico uses a semester unit course credit system. The Education Block System requires that candidates complete Blocks sequentially (Block 1 before Block 2, etc.). Courses within Blocks can be completed according to the candidate’s personal schedule. Each candidate develops a program plan with the assistance of department staff and their faculty adviser. After formal admission, most candidates can expect to complete the MS Program in 12-18 months.

An important beneficial feature of the Education Block System is its ability to clearly communicate pathways to a credential to a variety of potential teacher audiences – early deciders, community college transfer students, those wanting to earn a credential immediately after the bachelor’s degree,

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3 Teaching practica are the supervised school experiences of the MS Program. Formerly, they were called field experience (first semester) and student teaching (second semester).
4 Advising services are available to any potential teacher. The Department of Education encourages participation in department events and information sessions by potential teachers from pre-college on. The department sponsors the University Connection Program that allows 30 high school seniors with an expressed interest in a career in education to...
later re-entry candidates, career changers, and intern teacher candidates. The Education Block System increases access to the MS Program so that a potentially more diverse population of teacher candidates can participate.

Table 1.

MS Education Block System

<table>
<thead>
<tr>
<th>Take these courses before or along with courses in blocks below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ POLS 055 American Government: National, State, Local (or equivalent)</td>
</tr>
<tr>
<td>❑ HCSV 260 Health Education for Elementary School Teachers</td>
</tr>
<tr>
<td>❑ CMST 011 Speech Communication Fundamentals (or CMST 012, THEA 020, or 024 or equivalent)</td>
</tr>
<tr>
<td>❑ Foreign Language (6 units or equivalent)</td>
</tr>
</tbody>
</table>

**BLOCK 1 COURSES - Multiple Subject Program**

Block 1 requirements must be completed before progressing to Block 2

| ❑ ENGL 121 Principles of Language | 3 |
| ❑ CSCI 010 Computer Literacy (or equivalent) | 3 |
| ❑ PSY 214 Psychology for Teachers | 3 |
| ❑ EDUC 102 Access and Equity in Education | 3 |
| ❑ EDTED 060 K-12 Introductory Classroom Experience (or equivalent) | 2 |
| ❑ Completed Credential Application and formal admission to the program |

**BLOCK 2 COURSES - Multiple Subject Program**

Block 2 requirements must be completed before progressing to Block 3

| ❑ ENGL 232 Theory and Practice of Second Language Acquisition | 3 |
| ❑ EDUC 100 Democracy and Public Schooling in America | 2 |
| ❑ EDTED 225A Fundamentals of Teaching Practice | 3 |
| ❑ EDTED 225B Teaching with Technology | 1 |
| ❑ EDTED 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting | 3 |

**BLOCK 3 COURSES – Multiple Subject Program**

| ❑ EDTED 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting | 3 |
| ❑ EDTED 225E Teaching Special Populations | 2 |
| ❑ EDTED 225F Teaching Practicum I | 3 |
| ❑ EDTED 225G Curriculum Theory & Practice: Math & Fine Arts | 3 |
| ❑ EDTED 225H Curriculum Theory & Practice: Science & Social Studies | 3 |
| ❑ EDTED 225R Applications for Democratic Education Capstone course to be taken in the final semester | 2 |
| ❑ EDTED 225S Teaching Practicum II (CBEST must be passed, Subject Matter Competence must be verified, and EDTED 225F must be successfully completed before enrolling) | 9 |

complete their senior high school year at the university. A “distinguished teacher in residence directs University Connection and Integrated Teacher CORE and is also an undergraduate adviser.

CSU, Chico Department of Education Multiple Subject Program Standards
Undergraduate students can use the Education Block System to integrate MS Program courses with bachelor’s degree requirements. Undergraduates can be formally admitted to the program for the second semester of their junior year in college. Regardless of the type of candidate (types identified above), all MS candidates complete the same course and school experience requirements.

**ADULT LEARNING MODEL**

The program meets the specific needs of adult learners by reducing barriers to their participation and by using appropriate andragogical practices. Situational and institutional barriers are reduced by providing early, clear information about meeting credential requirements in the program through the Education Block System. Additionally, candidates are able to select from a course schedule that offers day, evening, weekend and online classes. Candidates typically take fewer courses at one time, offered in time periods shorter than the typical semester. Candidates are able to meet teaching practica requirements through traditional school placements or through paid internships or other teaching employment. When needed, distant candidates are placed at schools near their homes.

Courses have also been designed for the adult learner. Syllabi that feature course goals, course objectives, and standardized assessments all carefully related strive to clearly communicate expectations. Candidates are provided with a bibliography of required texts for the program (see Tab 2). Texts introduced in one course, are often used as resources in subsequent courses. Courses are offered in a seminar format that allows for adult learners to be self-directed and to share their individual life experiences as a resource. Moreover, the strong connections between coursework and school experiences with practical assignments allows for direct and immediate application of knowledge so candidates experience teaching as they learn to teach.

*Element 1(c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.*

**INTERRELATED AND COHESIVE LEARNING EXPERIENCES**

The MS Program features carefully designed professional education courses closely coordinated with experiences in elementary school classrooms. Courses and experiences provide multiple systematic opportunities for all MS credential candidates to acquire the knowledge, skills and abilities to deliver

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5 Integrated Teacher CORE, our blended Liberal Studies/Multiple Subject Program, accomplishes the integration of degree requirements and MS Program courses and practica in a systematic manner leading to the BA degree and MS credential in as few as four years.

6 Contact hours for courses continue to meet university policy for equating clock hours to semester units.
comprehensive instruction for all learners, as well as meet other California Professional Preparation Standards and Teaching Performance Expectations.

Consistency is maintained within the program through carefully developed courses. Standardized syllabi, including those for teaching practica, present the university course catalog description, course goals, course objectives, standardized course assessments for all candidates regardless of course instructor, a list of course topics, and texts that have been selected for all sections of the course.

Candidates are prepared to apply the Plan – Teach – Assess – Reflect Cycle\(^8\) to instruction in the full range of elementary curriculum for all students including English learners. MS Program courses inform candidates of, and apply California Academic Content Standards and the California Curriculum Frameworks in reading, English/language arts, English language development, health, mathematics, science, fine arts, and history/social studies.

Foundational courses, especially EDUC 100 *Democracy and Public Schooling in America* (See syllabus at Tab 7) and EDUC 102 *Access and Equity in Education* (See syllabus at Tab 8), professional education courses, and at least one teaching practicum placement for each candidate in a linguistically diverse classroom develop understanding of the realities of teaching all students in California public schools.

The MS Program values extended, supervised, full-time experiences in schools for credential candidates. *Teaching Practicum I* is 10 weeks full-time. *Teaching Practicum II* is 15 weeks full-time. The Multiple Subject Placement Director arranges teaching practica placements. All candidates experience the start of a school year in at least one teaching practicum. All candidates learn to teach English learners in a linguistically diverse classroom under the guidance of an experienced, appropriately credentialed cooperating teacher.

The participation of cooperating teachers and other school district personnel who have knowledge and experience in teaching all students extends and enhances candidate learning. Learning activities in courses, along with candidates’ MS teaching practica, provide for transfer of theory to practice as candidates apply good instructional strategies and practices.

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\(^7\) For clarity, the Department of Education has chosen to use the term “school experience” in place of “fieldwork” or “field experience.”

\(^8\) The Plan – Teach – Assess – Reflect Cycle is a teaching system utilized by BTSA Programs operating in northern California.
Our infusion model, in which topics are introduced explicitly in specific courses and then, addressed in greater detail, or related to other aspects of teaching and learning in subsequent courses and practica, ensures that candidates’ understanding of teaching and learning processes is continually interrelated and reinforced.

*Element 1(d)*  In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

MS candidates are provided with multiple opportunities to understand the state-adopted academic content standards for students. The MS Program works closely with the CSU, Chico Liberal Studies Program to ensure that the California Content Standards are addressed in courses of the approved elementary subject matter program. Alternatively, candidates demonstrate subject matter competence by passing the state-approved subject matter test (currently the Multiple Subject Assessment for Teachers). Candidates must verify full subject matter competence prior to enrollment in EDTE 225S *Teaching Practicum II* (in Block 3). Intern candidates must show that they have successfully completed at least 80% of a subject matter preparation program prior to assuming daily teaching responsibilities in EDTE *Teaching Practicum I* and to apply for the California Intern Credential.

Candidates continue to learn about state-adopted academic content standards, how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students in MS Program courses and school experiences. Standards-based instruction is addressed in these program courses:

EDTE 225A  *Fundamentals of Teaching Practice* (see syllabus at Tab 9, especially Objectives 1 and 5),
EDTE 225B  *Teaching with Technology* (see syllabus at Tab 10, especially Objectives 1, 5, 7 and 9),
EDTE 225C  *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting* (see syllabus at Tab 11, especially Objective 7),
EDTE 225D  *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting* (see syllabus at Tab 12, especially Objective 3),
EDTE 225G  *Curriculum Theory & Practice: Math & Fine Arts* (see syllabus at Tab 15, especially Arts Objectives 1 and 6; Math Objectives 1, 2, 3, and 6),

EDTE 225H  *Curriculum Theory & Practice: Science & Social Studies* (see syllabus at Tab 16, especially Science Objectives 1 and 4; Social Studies Objective 8), and

EDTE 225R  *Applications for Democratic Education* (see syllabus at Tab 17, especially Objective 4).

Candidates apply standards-based instruction with K-12 students in courses and in school experiences

EDTE 225F  *Teaching Practicum I* (see syllabus at Tab 14, Objectives 2 and 10) and EDTE 225S  *Teaching Practicum II* (see syllabus at Tab 18, Objectives 6 and 13).

*Element 1(e)*  Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.

All instructors of MS Program professional education courses are experienced K-12 teachers. They use and model a variety of instructional strategies including direct instruction, cooperative learning, inquiry, discussion, and SDAIE. Candidates apply a variety of instructional strategies in lessons they teach to meet course and *Teaching Practicum* requirements. Cooperating teachers and university supervisors who are all experienced teachers observe, guide, and assess candidate teaching, including the application of instructional strategies.

Opportunities are provided throughout the MS Program for candidates to learn the Teaching Performance Expectations (TPEs). For a distribution of TPEs in the MS Program, see the Teaching Performance Expectation Matrix at Tab 3.

*Element 1(f)*  By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.

Candidate outcomes (see response to Element 1(a) above) and Teaching Performance Expectations are assessed by the locally developed Teaching Performance Assessment (TPA)\(^9\). Course and school experience requirements and assessments prepare candidates for the TPA by providing opportunities for them to practice tasks similar to those in the TPA. The MS Program TPA consists of four embedded tasks. Brief descriptions of TPA Tasks follow:

\(^9\) To meet the Standard 19, and in advance of the CCTC/ETS developed TPA, we have begun preparation of a locally developed TPA. We will examine the ETS version for possible adoption.
TPA Task 1 is a writing exercise that candidates must pass near the end of Block 2 of the Education Block System. Candidates respond to a scenario in which they describe the challenges they anticipate, the teaching methods and management approaches they will apply to provide standards-based instruction, and the theories they will reference in meeting the needs of a class with a diverse population of students that includes English learners. Candidates must pass TPA Task #1 before moving to Block 3 of the Education Block System. See TPA Task #1 at Tab 4. Examples of practice similar to TPA #1 are in assessments in EDTE 225A Fundamentals of Teaching Practice, Assessment for Objectives 4, 5 and 6 (Tab 9), and EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Assessment for Objectives 6 and 7 (Tab 11).

TPA Task #2 is a lesson planning exercise that occurs during Teaching Practicum I. It focuses on designing a lesson for a specific group of K-12 students, that the candidate has access to in the Teaching Practicum placement. A portion of the task requires candidates to describe the students and their educational needs, thereby demonstrating knowledge of the students. The TPA Task requires that candidates prepare a Universal Access Page indicating lesson modifications for the particular student group. Candidates must pass TPA Task #2 before beginning Teaching Practicum II. See TPA Task #2 at Tab 4. Assessments in EDTE 225A Fundamentals of Teaching Practice (Assessment for Objectives 1, 2, and 3, Tab 9), EDTE 225D (Assessments 1 and 2, Tab 12), EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Assessment for Science Objectives 2, 3, and 4, Tab 16), and EDTE 225F Teaching Practicum I, Course Requirement 6, Tab 14) prepare candidates for Task 2.

TPA Task #3 focuses on instructional skill (presentation and delivery of a lesson) and occurs early in Teaching Practicum II. Candidates are required to design an appropriate lesson for a specific, described group (class) of students and to conduct that lesson. The lesson presentation will be observed and evaluated by two trained observers. See TPA Task #3 at Tab 4. Examples of practice similar to Task #3 are in EDTE 225F Teaching Practicum I, Course Requirement 6 (Tab 14), and EDTE 225S Teaching Practicum II, Course Requirement 6 (Tab 18).

TPA Task #4 will be conducted during the solo teaching portion of Teaching Practicum II. The candidate will design an instructional unit, teach a lesson from that unit while being observed, and demonstrate appropriate classroom management and the ability to conduct other teaching tasks. See TPA Task #4 at Tab 4. Candidates practice assessments in preparation for Task #4 in EDTE 225D.
Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting (Assessment 2, Tab 12), EDTE 225R Applications for Democratic Education, Integrated Unit Assessment (Tab 17), and EDTE 225S Teaching Practicum II, Course Requirement (Tab 18).

Element 1(g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

The MS Program develops teacher candidates who demonstrate the candidate outcomes listed in Element 1(a), and meet California Professional Preparation Standards and Teaching Performance Expectations. Candidates will be assessed through a comprehensive system that includes candidate course evaluations, candidate performance in schools, candidate teaching portfolios, and locally developed Teaching Performance Assessment tasks. Criteria are published in course syllabi, and the Professional Education Programs Handbook (Tab 5).

To make a recommendation for the Preliminary Multiple Subject Credential for individual candidates we follow the comprehensive assessment system below. Assessments are embedded throughout the program. The process to make a recommendation for the credential begins at the end of the semester prior to Teaching Practicum II. Results are recorded on MS/SS Program Final Evaluation Form10 (see form at Tab 6). Candidates, at any stage, not making satisfactory progress toward credential recommendation are identified to the program coordinator.

(1) At the end of the semester prior to Teaching Practicum II a check is made of candidate course grades, program grade point average (GPA), results of TPA Task #2, and early portfolio review. If these are satisfactory including a candidate GPA of 3.0 or better, a Program Final Evaluation Form is prepared for the candidate with a record of these checks. The candidate is enrolled in Teaching Practicum II.

(2) The candidate successfully completes TPA Task #3 during Teaching Practicum II. This is recorded on the Program Final Evaluation Form.

(3) The candidate successfully completes TPA Task #4 during the solo teaching period of Teaching Practicum II and a record is made on the Program Final Evaluation Form.

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10 The MS/SS Program Final Evaluation Form was designed with the assistance of the Regional BTSA/IHE Transition Team, and contains the growth goals portion of the BTSA Individual Improvement Plan Form.
(4) The candidate completes his or her Teaching Portfolio and attends a final portfolio evaluation meeting. See criteria for portfolio evaluation in the Professional Education Programs Handbook at Tab 5. Results are recorded on the MS/SS Program Final Evaluation Form.

(5) The candidate attends a Final Review Meeting with his or her cooperating teacher and university supervisor. At this meeting progress in the program is reviewed and the three-way team completes the portion of the Program Final Evaluation Form that sets growth goals similar to the BTSA Individual Improvement Plan. A copy of the form, with university supervisor and cooperating teacher recommendation is submitted to the Multiple Subject Program.

(6) The MS Program Coordinator and the MS Placement Director review each candidate’s Program Final Evaluation Form and make a recommendation that is communicated to the candidate in a Finisher Letter (if appropriate) and to the CSU, Chico Credential Analyst.

A NOTE TO THE READER
The Multiple Subject Program of the Department of Education at CSU, Chico currently serves more than 400 teacher candidates. With implementation of our SB 2042 programs the department will schedule courses and school experiences through an expanded version of our highly successful FLEX Plan. The FLEX Plan was originally designed in 1996 to accommodate credential candidates who could participate as part-time students in a credential program. The popularity of this scheduling pattern, currently used by more than 70% of our candidates, has encouraged us to rethink scheduling and many other program components.

In our response to Standard 1 we have attempted to explain the design of the MS Program. It is also our desire to make this document “reader friendly.” You may find it useful in accessing information to consider these ideas: (1) the sequence of the MS Program is controlled by the MS Education Block System (page 4), (2) learning opportunities for candidates to reach the outcomes (page 2) are through university courses, including teaching practica, (3) to ensure consistency of the program for each candidate we have standardized certain course components, and (4) a standardized assessment system is used to ascertain that candidates have reached desired outcomes.

This document will attempt to show you where in the MS Program an element is addressed. Most often you will be directed to specific objectives of courses and teaching practica. Course components that have been standardized for every section and candidate are the university course catalog.
description, course goals, course objectives, course assessments for all candidates regardless of course instructor, and texts selected for all sections of the course. The course syllabi included with this document are presented in a format that displays the standardized components and a list of course topics. Individual instructors have freedom to design instruction so that candidates can meet the assessments designed into courses and the program.

Sections (Tabs 7-18) of this document with syllabi also contain copies of the tables of contents for texts so that you may get a more complete look at course topics. Along with each course syllabus we have included a chart showing the standards and Teaching Performance Expectations addressed in that course. Matrices showing the distribution of standards and TPEs throughout the MS program can be viewed at Tab 3. Our Teaching Performance Assessment (see at Tab 4) evaluates candidates on outcomes and TPEs.
Program Standard 2:  Collaboration in Governing the Program

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners’ well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

Element 2(a)  In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.

Numerous partnerships, groups, people and events (for making connections, information, data gathering and dialogue) form the collaboration necessary for effective operation of the Multiple Subject Program. We consider members of each of the groups below to be partners in the MS Program and contributors in identifying program issues and resolving candidate needs:

- The Multiple/Single Subject Advisory Board,
- The Department of Education Coordinators Council,
- The Multiple Subject Faculty Team,
- The Subject Matter Advisers Committee,
- School districts throughout northern California,
- Multiple Subject Cooperating Teachers,
- Multiple Subject Program Candidates,
- The BTSA/IHE Regional Transition Team, and
- The CSU, Chico Education Ambassadors.

Brief descriptions of partner groups follow:

The Multiple/Single Subject Advisory Board monitors Multiple and Single Subject Programs with the goal of contributing to program improvement by making recommendations and resolving program issues from a variety of perspectives. The Advisory Board is a nineteen-member group that includes university and K-12 members, and candidates, and meets semi-annually. It is a joint advisory board because of the great similarity between MS and SS programs and the desire to maintain consistency and quality.
<table>
<thead>
<tr>
<th>Candidates</th>
<th>University Members</th>
<th>K-12 Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>One MS and one SS candidate</td>
<td>Chair, Dept. of Education</td>
<td>One elementary principal and one secondary principal</td>
</tr>
<tr>
<td>MS and SS Program Coordinators</td>
<td>One elementary cooperating teacher and one secondary cooperation teacher</td>
<td></td>
</tr>
<tr>
<td>MS and SS Placement Directors</td>
<td>Recent program graduates: one MS and one SS</td>
<td></td>
</tr>
<tr>
<td>A Single Subject Matter Adviser</td>
<td>A Subject Matter Program Project Director</td>
<td></td>
</tr>
<tr>
<td>Coordinator, Liberal Studies Program</td>
<td>BTSA Project Director</td>
<td></td>
</tr>
<tr>
<td>Administrative Support Coordinator, Dept. of Education</td>
<td></td>
<td></td>
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</tbody>
</table>

Candidates serve a one-year term. Principals, cooperating teachers, recent graduates, and the subject matter adviser serve three-year terms. Other members serve according to their employment in a qualifying position.

The **Department of Education Coordinators Council** addresses management of all department programs in the context of mission, rationale, standards, regulations, and university policies with a focus on maintaining consistency and high quality. Members include program coordinators, placement directors, and others with department leadership responsibilities. A typical annual responsibility of this group is the revision of the *Professional Education Programs Handbook*. The Coordinators Council meets every other week, July through May.

All faculty, including university supervisors (tenure-track and temporary), of the Multiple Subject Program are members of the **Multiple Subject Faculty Team**. The Multiple Subject Program Coordinator presides at team meetings that are held five or more times each semester to discuss program issues and candidates needing assistance. Information, feedback and ongoing training needs of Multiple Subject faculty are often addressed at team meetings.

The **Subject Matter Advisers Committee** consists of all CSU, Chico Single Subject Matter advisers, the Liberal Studies Coordinator, Multiple and Single Subject program coordinators, and the chair of the Department of Education. Single Subject coordinators preside over semi-annual meetings of the committee. This committee addresses issues of the relationship between subject matter preparation and pedagogical preparation, determination of subject matter competence, and advising of potential teacher candidates.
The Multiple Subject Program places teacher candidates in school districts throughout northern California for school experiences. School district policies and procedures are observed in making each Teaching Practicum I and II placement. Each district has a contract with the university specifying terms for school placements and payment of honoraria for cooperating teachers. While most candidates are placed in districts close to Chico, in a typical semester 45 – 50 districts sponsor candidate placements. A simple fact is the Multiple Subject Program depends upon extensive school experience and could not be operated without the support and cooperation of school districts in northern California.

Ongoing, long-term relationships with Multiple Subject cooperating teachers are critical to program quality. Cooperating teachers are encouraged to offer feedback on candidates and the program, and complete surveys that help assess program quality and guide improvements. However, our Annual Cooperating Teacher Day Conference has proven extremely valuable in conducting face-to-face dialogue focused on program information, program improvement, and assisting cooperating teachers in improving their skills in managing student teachers. Annually, about 150 cooperating teachers attend. The Department of Education covers the costs of informational materials, meals, mileage, and substitute teachers. Every year program improvements are generated in discussions on Cooperating Teacher Day, and cooperating teachers acquire a better sense of rationale-based, outcomes-driven, quality Multiple Subject Program we strive to provide.

While the MS Program uses survey instruments to gather information for program improvement, we have found that valuable feedback can be gathered in face-to-face sessions with Multiple Subject candidates. Candidates and faculty come together each semester for Teaching Practicum Start-Up Day. In the spirit of our democratic rationale, a feature of Teaching Practicum II Start-Up Day is an open forum session for questions, comments and concerns, and to generate ideas for program improvement from those who are experiencing the program directly.

Planning for implementation of SB 2042 Standards led to the creation of the Regional BTSA/IHE Transition Team. This committee focuses on communication about the operation of professional preparation and induction programs with a goal to understand similarities and differences and create reasonable alignments that help teacher candidates make a smooth transition to new teacher status and participants in a BTSA Program. The Regional Transition Team is comprised of directors of the three BTSA programs operating in Region 2 (the service area of CSU, Chico), the chairpersons of the Departments of Education and Professional Studies in Education, and an administrator representing
regional county offices of education. An example of a recent, powerful contribution of the team was the discussion that led to the development of the MS/SS Program Final Evaluation Form, which contains information and directions for developing and initial Individual Improvement Plan for the candidate as he or she leaves the Multiple Subject Program.

The **CSU, Chico Education Ambassadors** are experienced K-12 teachers and administrators who have volunteered as contacts for teacher candidates and potential teachers. Ambassadors are knowledgeable about K-12 schools, the teaching profession, and our programs. They provide candidates with professional contacts, including schools and classrooms to visit, they assist at department events, and they provide another avenue for programs to collect feedback that is used for improvements.

**Element 2(b)** Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members’ intellectual knowledge, professional expertise and practical skills.

The MS Program seeks to continually improve in its ability to deliver a quality teacher education program that meets candidate needs and provides a valuable professional education. Partners are essential to program operation and improvement. Open communication among partners, must be coupled with sufficient opportunities for communication. Our partnership design, identified through the partner groups and roles in **Element 2(a)**, values and encourages joint efforts, reliance on each other, drawing on multiple perspectives.

**Element 2(c)** Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

While this document is a proposal for the Department of Education MS Program that will meet SB 2042 standards, many of the partner groups identified in the response to **Element 2(a)** have been in operation. As each group fulfills the roles they have, a better understanding of the program is acquired and program improvements are generated. Some specific examples of program improvements developed through the work of partner groups will show some of the possibilities for effective program operation that occur in this partnership structure:
Element 2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates’ transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.

The Subject Matter Advisers Committee meets at least twice yearly. Discussions of standards, including perspectives on K-12 content standards and California curriculum, is among the agenda items at these meetings. Many subject matter advisers are participants in the California Subject Matter Projects housed at CSU, Chico, have other connections to K-12 schools, and/or have K-12 teaching experience. Multiple Subject Program faculty also have significant content area expertise. This combined knowledge-base contributes to productive dialogue that facilitates candidates’ transition into the MS Program.

A close relationship exists between the Liberal Studies Program and the Multiple Subject Program. Many formal and informal conversations take place among program coordinators and faculty each year. In the past five years this relationship has been strengthened by the collaboration needed to develop and operate Integrated Teacher CORE (ITC), our blended Liberal Studies and Multiple Subject Program. The ITC director is a Liberal Studies adviser. The Liberal Studies coordinator is a member of the ITC Advisory Committee and the chair of the Department of Education serves on the Liberal Studies Advisory Board. The result has been much closer working relationships between these two programs.

Element 2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers’ bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

The MS Program makes teaching practica placements throughout northeastern California, working with about 45-50 districts each semester. The program values significant supervised school experiences and works closely with districts and cooperating teachers to meet the goals and objectives of teaching practica (see syllabi for EDTE 225F and EDTE 225S Teaching Practica I and II at Tabs 14 and 18). Dialogue among partners has resulted in improvements in teaching practica such as the
length of full-time involvement in schools (*Teaching Practicum I* is 10 weeks full-time and *Teaching Practicum II* is 15 weeks full-time).

Cooperating teachers who are members of local bargaining units contribute to partner groups. Officials of local bargaining agents are involved in renewals of district/university contracts for school placements and payment of honoraria to cooperating teachers. The MS Internship is established by a letter of intent to hire issued by the district to the Department of Education. That letter is accompanied by a letter of support for employment of an intern by the local bargaining unit.

The MS Program collaborates with California Subject Matter Projects and other agencies to develop opportunities for candidates to be involved with design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers’ bargaining agents, such as the program currently in development in agricultural education. Programs and opportunities are discussed at Teaching Practica Cluster Group Meetings. Candidate involvement is encouraged through announcements, including those through the Chico State Portal, an Internet communication tools that features an individualized data-base driven messaging system.

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**Element 2(f)** The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.

The Regional BTSA/IHE Transition Team was formed in May, 2001. The team communicates about the content and operation of professional preparation and induction programs in the region, with a goal to create reasonable alignments that help teacher candidates make a smooth transition to beginning teacher status. The Regional Transition Team has studied articulation of content across programs, portfolio and other requirements, the use of CFASST, and the BTSA Individual Improvement Plan and how that analysis and goal setting can contribute to the candidate’s transition.

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11 Cluster Group Meetings are an integral part of the teaching practica experiences. Cluster Groups consist of all candidates placed at one or more schools supervised by the same university supervisor. Other school staff and university faculty are invited to attend. The purpose of is to complete individual assignments and participate in group discussions in which coursework-based strategies applied by candidates are reviewed in relation to (1) state-adopted content standards and frameworks, (2) school laws, policies and programs for English learners and special populations, (3) students’ needs, interests and accomplishments, and (4) relationships between theory and practice. An agenda of topics drawn from Standards and TPEs guides session topics.
The team has also discussed methods for developing a comprehensive professional development program for the region that encourages participation by all qualified providers. The Department of Education has been a supporter of, and collaborator with, the three BTSA programs operating in our region since their inception.

Element 2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Partners recognize the importance of teacher preparation by contributing to the costs of cooperation. Approximately 300 MS candidates are placed in school experiences each semester. Here are examples of some of the costs that are absorbed by partners to ensure operation of the program and high quality teacher education.

- In each placement district and school, administrators identify qualified cooperating teachers, assist in making placements and orienting student teachers to their schools.
- Cooperating teachers collectively, spend thousands of hours each semester guiding the growth and development of MS candidates.
- School districts contribute resources for the practice teaching work of student teachers and rooms for cluster group meeting.
- Numerous participants give time willingly to serve on partner groups.
- The Department of Education sponsors conferences and workshops for participants, supplying instructional materials, release time, mileage, meeting rooms and meals.

These, and much more, are necessary for the collaborative, partnership operation of the MS Program in northern California.
Program Standard 3: Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Element 3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

Foundational issues and theories are initially addressed in EDUC 102 Access and Equity in Education, a Block 1 course (see syllabus at Tab 8), and EDUC 100 Democracy and Public Schooling in America, a Block 2 course (see syllabus at Tab 7). Programs of the Department of Education examine the role of education in a democracy and promote the application of democratic educational practices. The foundational rationale for the program is reexamined in other program courses and school experiences. For example in: EDTE 225A Fundamentals of Teaching Practice Objectives 4 and 6 (Tab 9), EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 6 and 8 (Tab 11), EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 3, 7, 9, and 10 (Tab 12), EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, Arts Objective 1 for both Arts and Math (Tab 15), EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 1 and 3; Social Studies Objective 1, 5, 6, and 8 (Tab 16), and EDTE 225R Applications for Democratic Education, Objectives 1 and 6 (Tab 17). Candidates also address foundational issues related to professional practices in EDTE 225F Teaching Practicum I, Objectives 1, 2 and 14 (Tab 14) and EDTE 225S Teaching Practicum II, Objectives 1, 6, 8, and 18. (Tab 18).

Element 3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

Instruction related to learning in Element 3(b) is primarily addressed in PSY 214 Psychology for Teachers, Objectives 1, 2, 4, 6, 7 and 8 (Tab 19). The application of human learning and development theories is addressed in EDTE 225A Fundamentals of Teaching Practice, Objectives 2, 4 and 6 (Tab 9), EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-
Candidate outcomes 3, 4, and 5 (page 2) identify skilled, systematic curriculum planning, instruction, and assessment as major emphases of the MS Program. Further, the Department of Education promotes a nurturant pedagogy that forges a caring and effective connection between student and teacher. These courses provide learning opportunities for developing effective professional practice. 

EDTE 225A Fundamentals of Teaching Practice, Objectives 1 through 3 (Tab 9),
EDTE 225B Teaching with Technology, Objectives 1, 4, 7 and 9 (Tab 10),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 6 and 7 (Tab 11),
EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 3 and 7 (Tab 12),
EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, Arts Objective 3 and Math Objective 4 (Tab 15),
EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objective 4 and Social Studies Objective 5 (Tab 16)
EDTE 225R Applications for Democratic Education, Objective 1 (Tab 17).

Candidate learning for Element 3(c) continues under the guidance of a cooperating teacher and university supervisor in EDTE 225F Teaching Practicum I, Objective 14 (Tab 14) and EDTE 225S Teaching Practicum II, Objective 18 (Tab 18).

Element 3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.

Candidates practice making instructional decisions in all courses in which they plan lessons. The program requires candidates to learn the Plan – Teach – Assess – Reflect Cycle. They apply this
cycle instruction with real K-12 students in teaching practica. See EDTE 225F *Teaching Practicum I*, Objective 14 (Tab 14) and EDTE 225S *Teaching Practicum II*, Objective 18 (Tab 18). Candidates use their knowledge of educational theories to modify instruction for specific students, including English learners, and conditions through the Universal Access Page. Our locally developed Teaching Performance Assessment Tasks (see at Tab 4) evaluates candidates’ ability to make and reflect on instructional decisions.

*Element 3(e)* Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

Candidates learn about and practice a variety of teaching models in courses and teaching practica. The MS Program addresses instructional strategies including direct instruction, cooperative learning, inquiry, discussion, and SDAIE. The following courses teach and assess this element:

- EDTE 225A *Fundamentals of Teaching Practice*, Objectives 1 and 2 (Tab 9),
- EDTE 225B *Teaching with Technology*, Objectives 2, 7 and 8 (Tab 10),
- EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*, Objective 7 (Tab 11),
- EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting*, Objectives 3 and 7 (Tab 12),
- EDTE 225F *Teaching Practicum I*, Objectives 2, 5 and 12 (Tab 14),
- EDTE 225G *Curriculum Theory & Practice: Math & Fine Arts*, Arts Objective 3 and Math Objective 4 (Tab 15),
- EDTE 225H *Curriculum Theory & Practice: Science & Social Studies*. Science Objective 4 and Social Studies Objective 5 (Tab 16),
- EDTE 225R *Applications for Democratic Education*, Objective 3 (Tab 17), and
- EDTE 225S *Teaching Practicum II*, Objective 6 (Tab 18).
Program Standard 4: Pedagogical Thought and Reflective Practice

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

Element 4(a) The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.

MS Program candidates observe experienced teachers throughout the program. They plan, present and reflect on the lessons they teach, and modify instruction through the Universal Access Page. Courses and teaching practica that have a primary role in addressing this element include:

EDTE 225A Fundamentals of Teaching Practice, Objective 4 (Tab 9),
EDTE 225B Teaching with Technology, Objectives 4, 5 and 7 (Tab 10),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objective 6 (Tab 11)
EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objective 11 (Tab 12),
EDTE 225F Teaching Practicum I, Objectives 1, 2, 4, 5 and 12 (Tab 14),
EDTE 225G Curriculum Theory & Practice: Math & Fine Art, Arts Objectives 6 and 7, and Math Objectives 3, 4, 5, and 6 (Tab 15),
EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 4, 5, and 6, and Social Studies Objectives 5 and 6 (Tab 16),
EDTE 225R Applications for Democratic Education, Objectives 3, 4, 5, 8, and 11 (Tab 17), and
EDTE 225S Teaching Practicum II, Objectives 2, 6, 7, 8, 10, 13, 14, 15, 16, 17, and 18 (Tab 18).

Element 4(b) In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.
Candidates begin to use professional literature and information on California schools and classrooms to make teaching and learning decisions in these courses, primarily. Course texts and materials include many that are specific to education in California.

EDUC 100 Democracy and Public Schooling in America Objectives 1 and 2 (Tab 7),
EDUC 102 Access and Equity in Education, Objectives 2, 3, and 4 (Tab 8),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 2, 4, and 7 (Tab 11),
EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 1 and 2 (Tab 12),
EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, Arts Objectives 1 and 2, and Math Objectives 1, 2 and 3 (Tab 15), and
EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 1, 3, 4, and 7, and Social Studies Objectives 1, 2, 4, 5, 7, and 8 (Tab 16).

Element 4(c) Candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

Candidates examine their own pedagogical practices primarily in teaching practica and through the required Teaching Portfolio. See syllabi for EDTE 225F Teaching Practicum I (at Tab 14) especially Objective 16 and Course Requirement 4, and EDTE 225S Teaching Practicum II (at Tab 18) especially Course Requirement 4. Information on the Teaching Portfolio is the Professional Education Programs Handbook (Tab 5).

Element 4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California’s economy and culture.

Candidate learning of pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials is primarily addressed in:
EDTE 225A Fundamentals of Teaching Practice, Objective 1, 4, and 6 (Tab 9),
EDTE 225B Teaching with Technology, Objective 5 (Tab 10),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objective 4 and 7 (Tab 11),
EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting*, Objectives 3 and 12 (Tab 12),
EDTE 225G *Curriculum Theory & Practice: Math & Fine Arts*, Arts Objective 1 and Math Objectives 1 and 3 (Tab 15),
EDTE 225H *Curriculum Theory & Practice: Science & Social Studies*, Science Objective 1 and Social Studies Objective 8 (Tab 16), and
EDTE 225R *Applications for Democratic Education*, Objectives 3 and 4 (Tab 17).

K-12 students intellectual, ethical, social, personal and physical development is primarily covered in PSY 214 *Psychology for Teaching*, Objectives 1, 2, 4, 6, and 7 (Tab 19), and reinforced especially in EDUC 102 *Access and Equity in Education*, Objective 4 (Tab 8).

Candidates develop understandings of significant developments in the disciplines of knowledge in undergraduate degree programs and preparation to meet California subject matter requirements. These understandings are often reinforced in curriculum and instruction courses that prepare candidates to teach the content of the curriculum including: EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*, (Tab 11), EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting*, (Tab 12), EDTE 225G *Curriculum Theory & Practice: Math & Fine Arts*, (Tab 15), and EDTE 225H *Curriculum Theory & Practice: Science & Social Studies*, (Tab 16).

The context of California’s economy and culture and its influence on public education is primarily covered in EDUC 100 *Democracy and Public Schooling in America*, Objectives 1, 2 and 8 (Tab 7), and EDUC 102 *Access and Equity in Education*, Objectives 2, 4, and 5 (Tab 8).

*Element 4(e)* The program fosters each candidate’s realization that the analysis and assessment of alternative practices promote a teacher's professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

Courses critical to fostering candidates on Element 4(e) include:
EDUC 100 *Democracy and Public Schooling in America*, Objectives 2, 3, 5, 6, 7, and 8 (Tab 7),
EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*, Objectives 7 and 8 (Tab 11),
EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting* Objectives 3, 9, 11, and 12 (Tab 12),
EDTE 225F *Teaching Practicum I*, Objective 12 (Tab 14),
EDTE 225G *Curriculum Theory & Practice: Math & Fine Arts*, Arts Objective 2, and Math Objectives 2 and 3 (Tab 15),
EDTE 225H *Curriculum Theory & Practice: Science & Social Studies*, Science Objectives 1 and 7, and Social Studies Objectives 7 (Tab 16),
EDTE 225R *Applications for Democratic Education*, Objectives 9 and 11 (Tab 17), and
EDTE 225S *Teaching Practicum II*, especially Course Requirement 4, Teaching Portfolio (Tab 18).
Program Standard 5: Equity, Diversity and Access to the Core Curriculum for All Children

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Assembly Bill 537, Chapter 587, Statutes of 1999, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Element 5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Element 5(a) is primarily addressed in EDUC 102 Access and Equity in Education, Objective 3 (Tab 8). It is reinforced throughout the program, but especially in EDTE 225A Fundamentals of Teaching Practice, Objective 4 Tab 9, EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 2, 4, 6, 7 and 8 (Tab 11), EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 2, 3, 4, 6, 7, 8, 9, 10 and 11 (Tab 12), EDTE 225F Teaching Practicum I, Objectives 1, 5, 6, 9, and 12 (Tab 14), EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, Arts Objective 5 (Tab 15), EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 4 and 5, and Social Studies Objectives 4, 6, and 8 (Tab 16), EDTE 225R Applications for Democratic Education, Objective 8 (Tab 17), and EDTE 225S Teaching Practicum II, Objectives 1, 3, 5, 8, 9, 12, 14, and 19 (Tab 18).

Element 5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

The historical and cultural traditions of groups in California and ways to include cultural traditions, community values and resources in the instructional program is mainly addressed in EDUC 102 Access and Equity in Education, Objective 3 (Tab 8), and in EDTE 225A Fundamentals of Teaching Practice, Objective 4 (Tab 9).
Practice, Objective 4 (Tab 9). Reinforcement occurs especially in EDTE 225F and EDTE 225S Teaching Practica I and II (Tabs 14 and 18, Objective 3 in both syllabi).

Element 5(c) The program develops each candidate’s ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

Learning about bias and its effects occurs primarily in EDUC 102 Access and Equity in Education, Objectives 4 and 5 (Tab 8). Candidates continue to develop understanding of issues of bias and how to make education equitable in EDTE 225A Fundamentals of Teaching Practice, Objectives 4, 5, and 6 (Tab 9). Teaching practica offer opportunities to minimize bias. See syllabi for EDTE 225F and EDTE 225S Teaching Practica I and II (EDTE 225F at Tab 14, Objectives 1, 3, 5 and 15; EDTE 225S at Tab 18, Objectives 1, 3 and 8.)

Element 5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.

Examining beliefs and issues related to gender-fair learning environments occurs in EDUC 102 Access and Equity in Education, Objective 1 (Tab 8), and in EDTE 225A Fundamentals of Teaching Practice, Objective 4 (Tab 9). Gender-fair environments are also addressed in Teaching Practica I and II, Objective 1 in both courses (Tabs 14 and 18).

Element 5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

The rationale for the program states that “democracy and diversity are linked.” Candidate and faculty beliefs, attitudes and expectations are discussed and examined throughout the program. Candidates learn and practice pedagogical practices that foster high expectations for all students. Element 5(e) is addressed primarily in these courses:
EDUC 102 Access and Equity in Education, Objectives 1, 3, 4, and 5 (Tab 8),
EDTE 225A Fundamentals of Teaching Practice, Objectives 2, 4, 5, and 6 (Tab 9),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 2, 6, 7 and 8 (Tab 11),
EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 2, 4, 5, 6, 7, and 8 (Tab 12),
EDTE 225F Teaching Practicum I, Objectives 1, 2, 9, 10, 12 and 14 (Tab 14),
EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, especially Arts Objectives 3, 5, and 6; Math Objectives 3 and 5 (Tab 15),
EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 4, 5, and 7; Social Studies Objectives 1, 5 and 6 (Tab 16),
EDTE 225R Applications for Democratic Education, Objectives 2, 3, 4, 6, and 8 (Tab 17), and
EDTE 225S Teaching Practicum II, Objectives 1, 2, 3, 8, 9, 12, 13, and 17 (at Tab 18).

Element 5(f) The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

Element 5(f) is addressed throughout the MS Program. Objectives identified for the following courses indicate learning and practice opportunities for candidates.
EDUC 102 Access and Equity in Education, Objectives 4 and 5 (Tab 8),
EDTE 225A Fundamentals of Teaching Practice, Objective 4, (Tab 9),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 4, 5, 7 and 8 (Tab 11)
EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 9, 11, and 12 (Tab 12),
EDTE 225F Teaching Practicum I, Objectives 5, 6, 7, 10, 11, and 12 (Tab 14),
EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, especially Arts Objectives 3, 5, and 6; Math Objective 5 (Tab 15),
EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 4, 5 (Tab 16),
EDTE 225R Applications for Democratic Education, Objectives 2, 4, and 8 (Tab 17), and
EDTE 225S Teaching Practicum II, Objectives 4, 6, 7, 8, 10, 13, 14, 15, 16 and 17 (Tab 18).
Category B
Preparation to Teach Curriculum To All Students in California Schools

Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate’s performance on pedagogical assignments and tasks, similar to those used in the institution’s teaching performance assessment (TPA). Formative assessment activities are designed to contribute to the candidate’s overall demonstrations of competence and the capacity to pass the performance assessment embedded in the program.

Element 6(a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.

The curriculum of the MS Program is designed to provide a systematic comprehensive preparation for teachers enabling candidates to meet all Teaching Performance Expectations, California Professional Preparation Standards, and our local Candidate Outcomes. The structure of the program and its developmental sequence is seen in the MS Education Block System (page 4). The Distribution of TPEs Matrix (Tab 3) shows how opportunities to learn, practice and reflect on TPEs are related to, and distributed through courses and teaching practica. The Distribution of Standards (also at tab 3) shows the relation of standards to courses and practica. Charts with each syllabus in this document show TPEs and standards are associated with courses and teaching practica (see Tabs 7 through 18).

Element 6(b) During the program’s coursework and fieldwork, each candidate’s assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPEs, and this feedback contributes to each candidate’s preparation for the performance assessment.

The locally developed Teaching Performance Assessment consists of four tasks embedded in the program at key points. Course and teaching practica requirements and assessments prepare candidates for the TPA by providing opportunities for them to practice tasks similar to those in the TPA. The TPA Tasks can be seen at Tab 4.
Standardized assessments have been designed for each course in the MS Program. These are aligned with course objectives and provide opportunities for candidates to complete tasks similar to the TPA Tasks. Feedback is provided to candidates on each assessment through course instructors, and university supervisors for teaching practica. Feedback assists candidates in preparing for the TPA. Assessments can be seen in course syllabi at Tabs 7 through 18.

TPA tasks are also formative and developmental in design. Task 1, taken near the end of Block 2 and before EDTE 225F Teaching Practicum I, is a scenario-based written exercise that has candidates identifying teaching challenges, methods and management approaches they will apply to provide standards-based instruction, and the theories they will reference in meeting the needs of a class with a diverse population of students. Practice assessments are in EDTE 225A Fundamentals of Teaching Practice, Assessments for Objectives 1 through 6 (Tab 9), and EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Assessment for Objectives 6 and 7 (Tab 11).

TPA Task 2 focuses on designing a lesson for a specific group of K-12 students. It is taken during Teaching Practicum I. A portion of the task requires candidates to describe the students and their educational needs, and to prepare a Universal Access Page indicating lesson modifications for the particular student group. Assessments in EDTE 225A Fundamentals of Teaching Practice (Assessment for Objectives 1, 2, and 3, Tab 9), EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting (Assessments 1 and 2, Tab 12), EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Assessment for Science Objectives 2, 3, and 4, and Assessment for Social Studies Objective 5 (Tab 16), and EDTE 225F Teaching Practicum I, Course Requirement 6, Tab 14) prepare candidates for Task 2.

TPA Task #3 focuses on instructional skill (presentation and delivery of a lesson) and occurs early in Teaching Practicum II. Candidates are required to design an appropriate lesson for a specific, described group (class) of students and to conduct that lesson. The lesson presentation will be observed and evaluated by two trained observers. Examples of practice similar to Task #3 are in EDTE 225F Teaching Practicum I, Course Requirement 6 (Tab 14), and EDTE 225S Teaching Practicum II, Course Requirement 6 (Tab 18).

TPA Task #4 requires the candidate to design an instructional unit for a specific group of students, teach a lesson from that unit, demonstrate appropriate classroom management and the ability to
conduct other teaching tasks. Candidates practice assessments in preparation for Task #4 in EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting (Assessment 2, Tab 12), EDTE 225F Teaching Practicum I, Course Requirement 6 (Tab 14), EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Assessment for Science Objectives 2, 3, and 4 (Tab 16), EDTE 225R Applications for Democratic Education, Integrated Unit Assessment (Tab 17), and EDTE 225S Teaching Practicum II, Course Requirement 6 (Tab 18).

**Element 6(c)** In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

The comprehensive assessment system for the MS Program addresses the full range of pedagogical competencies as part of the fabric of the ongoing courses and teaching practica. Assessment is accomplished through candidate course evaluations, candidate performance in schools, candidate teaching portfolios, and locally developed Teaching Performance Assessment tasks. Assessments embedded in courses are described in course syllabi (see Tab 7 through 18). The range of competencies that comprise the program are addressed in EDTE 225F Teaching Practica I, Objective 14 and Course Requirement 2 (Tab 14), and in EDTE 225S Teaching Practica II, Objective 18 and Course Requirement 2 (Tab 18).
Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Element 7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

Intensive instruction in reading and language arts for the MS Program includes the essential elements of a comprehensive reading program supported by methodologically sound research. We communicate this description of a comprehensive approach to reading instruction to candidates:

**Essential Components of a Comprehensive Reading Program**

- A strong literature, language, and comprehension program that includes a balance of oral and written language,
- An organized, explicit skills program that includes phonemic awareness, phonics, and decoding to address the needs of the emergent reader,
- Ongoing diagnosis that informs teaching and assessment,

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12 Adapted from the California State Board of Education. (1996). *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in PreKindergarten Through Grade Three* (Reading Program Advisory), Sacramento.
• A powerful early intervention program that provides individual tutoring for children at risk of reading failure.

Enabling candidates to provide a comprehensive program of reading instruction begins with courses in Block 1 with ENGL 121 *Principle of Language*. In Block 2 candidates take ENGL 232 *Theory and Practice of Second Language Acquisition* and EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*. In Block 3 candidates take EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting* and apply reading education in teaching practica.

In ENGL 121 *Principles of Language* (Tab 22) candidates study the basic organizing principles of English and other languages, including phonetics and phonology, morphology, syntax, semantics and pragmatics. ENGL 121 addresses the cognitive basis for language, language acquisition by children, historical change in language, social and geographical dialect diversity, and issues of language in social and institutional settings.

ENGL 232 *Theory and Practice of Second Language Acquisition* (Tab 21) addresses theories of second language acquisition and pedagogical approaches to first and second language learning. Candidates are exposed to samples of second language learners' speech and writing, they analyze speech samples using linguistic understandings acquired in English 121, and the theoretical and practical frameworks of ENGL 232. Candidates meet weekly with a second language learner for conversation and/or tutoring sessions. They study language learning from perspectives including linguistic, biological, cognitive, social-psychological and socio-cultural.

Primary instruction in reading and language arts education for English speakers and English learners occurs in EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting* (Tab 11) and EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting* (Tab 12). Opportunities for candidates to apply reading and language arts education occurs in other courses and in teaching practica. Access to the research base is primarily provided through Tompkins (2003), *Literacy for the Twenty-First Century* and Peregoy and Boyles (2001), *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*. Credential candidates are introduced to the state-adopted Houghton Mifflin series and create reading and language arts units using it.

In EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting* (Tab 11) candidates study early reading; teaching students to read in kindergarten through grade three
and instruction for English learners. Course topics include: phonological and other linguistic processes, phonemic awareness, the alphabetic principle, phonics, direct and systematic spelling instruction, and assessment tools. Early intervention is emphasized as a means of supporting students who have difficulty learning to read.

EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting* (Tab 12) addresses reading and language arts education in grades three through eight. Course topics include an historic overview of language arts education and approaches to teaching reading, word identification and vocabulary development strategies, how to plan and organize reading instruction that responds to formal and informal assessment, authentic assessment and multiple measures of reading ability, developing reading fluency, comprehension, and independent reading. Content area reading skills and text structure explication, including study skills, are included as necessary academic competencies for developing proficient readers. For teaching writing, the Writing Process and Writer's Workshop are introduced. Each course models an integrated language arts approach to learning.

*Element 7A(b)* For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

Reading and language arts methods includes preparation for teaching comprehension skills. See EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*, Objectives 6, 7, and 8 (Tab 11), and EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting*, Objectives 1, 4, 5, and 6 (Tab 12). For objectives related to the use of literature see EDTE 225C, Objectives 7 and 8; EDTE 225D, Objectives 4 and 5. Strategies for independent reading are addressed in EDTE 225D, Objectives 4 and 5. Approaches that incorporate listening, speaking, reading and writing are in EDTE 225C, Objectives 6, 7, and 8, and EDTE 225D, Objectives 1, 4, 6, 8, and 9.

*Element 7A(c)* Each candidate's instruction and field experience include (but are not limited to) the following components:

(i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.

(ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
(iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.

(iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

In relation to Element 7A(c)(i) each candidate receives instruction and experience with a variety of genres of literature including picture books, contemporary realistic fiction, modern fantasy, historical fiction informational books, and poetry. See EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objective 8 (Tab 11), and EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 4, 5 and 12 (Tab 12).

Developing student background knowledge and vocabulary, and the use of reading comprehension strategies, Element 7(c)(ii), is addressed in EDTE 225C, Objectives 2, 6, 7 and 8 (Tab 11) and EDTE 225D, Objectives 1, 2, 6 and 7 (Tab 12). Candidates learn to develop students' vocabularies through wide reading and extensive writing opportunities, and by means such as word-walls, word-study activities, lists of high frequency words, and literature focus and thematic units. They learn strategies for unlocking word meanings through phonics, morphological analysis, context clues, and use of reference books. They acquire awareness of the psychological principles of the comprehension process, and strategies for applying these with English speakers and English learners:

1. Prior knowledge (anticipatory guides, KWL charts and quick writes),
2. Levels of Understanding (ensuring that students adopt an active, questioning approach to a text, and the necessary skills of skimming, scanning, reading for comprehension and critical reading), and

Candidates learn to promote the use of oral language, Element 7(c)(iii), in ENGL 232 Theory and Practice of Second Language Acquisition, Objective 2 (Tab 21), EDTE 225C, Objectives 2, 6, 7 and 8 (Tab 11) and EDTE 225D, Objectives 1, 2, 6 and 7 (Tab 12). They understand the connection between oral reading fluency and reading proficiency by focusing on grammatical forms, communicative functions, and social contexts in four types of settings: formal, informal, ceremonial, and intimate, Candidates practice strategies that include choral reading, reader's theatre, oral interpretation of poetry and prose and drama.
Element 7(c) (iv), writing instruction is addressed in EDTE 225C, Objectives 5 through 8 (Tab 11) and EDTE 225D, Objectives 1, 4, 9, 12 and 13 (Tab 12). Candidates learn the steps of the writing process (pre-writing, drafting, revising, editing, publishing and assessment strategies) and about Writers' Workshop.

Element 7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

In the MS Program reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing. See EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 6, 7, and 8 (Tab 11), and EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 4, 10 and 12 (Tab 12).

Element 7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

Element 7A(c) is addressed in EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 2 through 5 and 7 (Tab 11), and EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 1, 4, 10 and 12 (Tab 12). Knowledge of cultural traditions, including family background and its effect on students’ success is addressed in EDUC 102 Access and Equity in Education, Objective 3, (Tab 8).

Candidates acquire practice in EDTE 225F Teaching Practicum I, Objectives 5, 6, 7, 10 and 14 (Tab 14) and EDTE 225S Teaching Practicum II, Objectives 3, 5, 9, 10, 13, and 14 (Tab 18).

Element 7A(f) For each candidate, the study of reading and language arts includes the phonological/ morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

The study of reading and language arts in the MS Program includes the phonological/ morphological structure of the English language, addressed in ENGL 121 Principles of Language (Tab 22).
Methodologically sound research on how children learn to read is addressed in EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*, Objectives 1, 3, 4, 6 and 7 (Tab 11), and EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting*, Objectives 1, 3, 4, 6, 7 and 8 (Tab 12).

**Element 7A(g)**  As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

The Department of Education allocates adequate resources for reading and language arts education and English language development. Annually, the program offers about 10 sections each of EDTE 225C and EDTE 225D. These sections are staffed by tenure-track faculty who are experienced teachers of reading, language arts and English language development. One faculty member serves as Director of Reading and Language Arts to coordinate department offerings in this area and assist other MS and SS faculty in infusion of these concepts in their courses and supervision. Adjunct faculty, who are reading specialists in K-12 districts, are also employed to teach EDTE 225C and EDTE 225D. University supervisors, who are all experienced K-12 teachers, provide candidate supervision in teaching practica on a formula of 2-3 candidates per unit of workload.

**Element 7A(h)**  As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

The major themes and emphases of RICA have been incorporated into MS Program courses and teaching practica. A comprehensive series of courses, starting with ENGL 121 *Principles of Language* (Tab 22), and continuing through ENGL 232 *Theory and Practice of Second Language Acquisition* (Tab 21), EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting* (Tab 11), and EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting* (Tab 12) establish cohesive connections with RICA. The domains of RICA are experienced in the reading and language arts instruction practiced by every candidate of the program in EDTE 225F *Teaching Practicum I* (Tab 14) and EDTE 225S *Teaching Practicum II* (Tab 18)
In addition, to program courses to prepare candidates for teaching reading and language arts the department offers an online Reading Competence Practicum course that allows candidates to review RICA domains and information. The Department of Education MS Program prepares candidates well for the RICA. Whereas state-wide RICA results indicate the overall first-time pass rate for all test takers from state and private universities is 84.2 percent, the overall first-time pass rate for the MS Program candidates since 1998 is 94.4 percent.

Element 7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

Candidates experience working in at least two different grade levels, including a placement in kindergarten through second grade where beginning reading skills are taught. All candidates also acquire experience with students who are English learners under the guidance of an appropriately credentialed or certificated cooperating teacher. Candidates are placed during at least one teaching practicum in an identified classroom where they must provide guided instruction to second language learners and implement English language development strategies. For more detail, see the Teaching Practicum section of the Professional Education Programs Handbook (Tab 5).

Element 7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Cooperating teacher pool who will work with program faculty as partners in the day-to-day supervision of candidates are sought through this process:

1. The MS Placement Director identifies a school site and consults with the principal to determine both teacher interest and obtain recommendations from the principal.
2. Potential cooperating teachers whom the principal has approved for work with the MS Program are invited to submit a Cooperating Teacher Information Form (Tab 23). This form gathers information on the teacher’s educational profile, teaching assignment and professional development. This information assists the Placement Director in making teacher selections and candidate placement assignments. The school principal’s signature on the Cooperating Teacher Information Form indicates his or her recommendation of the potential
cooperating teacher as exemplary, having knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional educators.

When teaching practica placements are made the Placement Director works with school district administrators, following procedures determined in consultation with each district, to assign student teachers to cooperating teachers from the Cooperating Teacher Pool.

Cooperating teachers meet these qualifications:

- Have at least three years of successful K-12 teaching experience,
- Hold a valid California teaching credential for the subject and services they are providing,\(^{13}\)
- Be recognized by their site principal as an effective teacher (including reading, language arts, and literacy instruction) who has the potential for, or demonstrated competence as a cooperating teacher,
- Understands the aims structure and procedures of the MS Program, and
- Demonstrates willingness to work with Department of Education faculty via orientation sessions, cooperating teacher annual conference, three-way conferences, and ongoing communication.

These qualifications are consistent with the responsibilities and expectations the MS Program has of cooperating teachers as published in the *Professional Education Programs Handbook* (Tab 5). Each participant in the program is provided with a copy of the handbook. Local support teachers for intern candidates meet the same qualifications as cooperating teachers.

Communication between the program and cooperating teachers and K-12 administrators is also facilitated through contacts of the MS Placement Director and university supervisor. The Department of Education hosts an Annual Cooperating Teacher Day Conference that has proven extremely valuable in conducting face-to-face dialogue focused on program information, program improvement, and for assisting cooperating teachers in improving their understanding and skills in guiding student teachers. A similar annual program is offered for local support teachers and intern supervisors called the Intern Support Teacher Workshop.

\(^{13}\) Cooperating teachers providing instruction for English learners must be appropriately credentialed or certified.
Program Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

Element 8A(a) Mathematics. During interrelated activities in program coursework and fieldwork, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K – 8), (2) enable K – 8 students to apply learned skills to novel and increasingly complex problems; (3) model and teach students to solve problems using multiple strategies; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K – 8 students; (5) design appropriate assignments to develop student understanding, including appropriate problems and practice; and (6) interrelate ideas and information within and across mathematics and other subject areas.

Element 8A(a) is addressed in the Math component of EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, (see syllabus at Tab 15). EDTE 225F Teaching Practicum I, see especially Objectives and Course Requirement 6 (Tab 14), and EDTE 225S Teaching Practicum II, see especially Objectives and Course Requirement 6 (Tab 18), provide experiences teaching mathematics.

Element 8A(b) Science. During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K-8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

Element 8A(b) is addressed in the Science component of EDTE 225H Curriculum Theory & Practice: Science and Social Studies, (see syllabus at Tab 16). EDTE 225F Teaching Practicum I, see especially Objectives and Course Requirement 6 (Tab 14), and EDTE 225S Teaching Practicum II, see especially Objectives and Course Requirement 6 (Tab 18), provide experiences teaching science.
II, see especially Objectives and Course Requirement 6 (Tab 18), provide experiences teaching science.

**Element 8A(c) History-Social Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

Element 8A(c) is addressed in the Social Studies component of EDTE 225H Curriculum Theory & Practice: Science and Social Studies, (see syllabus at Tab 16). EDTE 225F Teaching Practicum I, see especially Objectives and Course Requirement 6 (Tab 14), and EDTE 225S Teaching Practicum II, see especially Objectives and Course Requirement 6 (Tab 18), provide experiences teaching social studies.

**Element 8A(d) Visual and Performing Arts.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgments about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.

Element 8A(d) is addressed in the Arts component of EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, (see syllabus at Tab 15). EDTE 225F Teaching Practicum I, see especially Objectives and Course Requirement 6 (Tab 14), and EDTE 225S Teaching Practicum II, see especially Objectives and Course Requirement 6 (Tab 18), provide experiences teaching the arts.

**Element 8A(e) Physical Education.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

Element 8A(a) is addressed in PHED 102 for Liberal Studies majors or by the subject matter competence assessment. Physical Education teaching is reinforced in EDTE 225F Teaching
Element 8A(f) Health. During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services.

Element 8A(f) is addressed in HCSV 260 Health Education for Elementary Teachers (Tab 20) the Science component of EDTE 225H Curriculum Theory & Practice: Science and Social Studies. EDTE 225F Teaching Practicum I, see especially Objectives and Course Requirement 6 (Tab 14), and EDTE 225S Teaching Practicum II, see especially Objectives and Course Requirement 6 (Tab 18), provide experiences teaching health.
Program Standard 9: Using Technology in the Classroom

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer-related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

Category C

Preparation to Teach All Students in California Schools

Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

Element 10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:

(i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
(ii) the effects of family involvement on teaching, learning and academic achievement;
(iii) knowledge of and respect for diverse family structures, community cultures and child rearing practices;
(iv) effective communication with all families; and
(v) the variety of support and resource roles that families may assume within and outside the school.

Respectful and productive relationships between teachers, families, and communities enhance student success and well-being. Candidates learn concepts and strategies related to Element 10(a) in PSY 214 Psychology for Teaching, Objectives 1, 4, 5, and 7 (Tab 19) and EDUC 102 Access and Equity in Education, Objective 4, (Tab 8).

(i) Student placements are affected by several conditions and characteristics. Rights related to placements are addressed in EDUC 102 Access and Equity in Education, Objective 2 (Tab 8) and EDTE 225E Teaching Special Populations, Objective 2 (Tab 13).

(ii) Several program components assist candidates in learning about the effect of faculty involvement including EDUC 102 Access and Equity in Education, Objective 3 (Tab 8), EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objective 2 (Tab 11), EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objective 2 (Tab 12).
(iii) Candidates learn about diverse family structures, community cultures and child rearing practices in EDUC 102 *Access and Equity in Education*, Objective 3 (Tab 8)

(iv) They learn about effective communication with all families in EDUC 102 *Access and Equity in Education*, Objective 4 (Tab 8) and EDTE 225A *Fundamentals of Teaching Practice*, Objective 5 (Tab 9).

(v) Support and resource roles for family are covered in EDTE 225A *Fundamentals of Teaching Practice*, Objective 5 (Tab 9) and EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*, Objective 2 (Tab 11).

Candidates begin to apply these concepts and strategies in EDTE 225F *Teaching Practicum I* Objective 3 (Tab 14) and EDTE 225S *Teaching Practicum II*, Objectives 3, 4, and 8 (Tab 18).

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**Element 10(b)**  Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

The MS Program rationale emphasizes the role of education in a democracy and promotes democratic educational practice. Objectives related to education for democracy and democratic practices are in EDUC 100 *Democracy and Public Schooling in America*, Objectives 2, 4, and 5 (Tab 7), EDUC 102 *Access and Equity in Education*, Objective 2, 4, and 5 (Tab 8), EDTE 225A *Fundamentals of Teaching Practice*, Objective 6, (Tab 9), EDTE 225H *Curriculum Theory & Practice: Science & Social Studies*, Science Objective 7 and Social Studies Objectives 1 and 6 (Tab 16), EDTE 225R *Applications for Democratic Education*, Objectives 1, 5, and 6 (Tab 17), as well as in EDTE 225F *Teaching Practicum I* Objectives 3, 8, and 14 (Tab 14), and EDTE 225S *Teaching Practicum II*, Objective 8, 18 (Tab 18)

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**Element 10(c)**  Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:

(i) the health status of children and youth, its impact on students’ academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;

(ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;

(iii) effective strategies for encouraging the healthy nutrition of children and youth; and

(iv) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
Candidates learn about the concepts of Element 10(c) primarily in HCSV 260 Health Education for Elementary Teachers (Tab 20). These concepts are reinforced in EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting (Tab 11), EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting (Tab 12), EDTE 225G Curriculum Theory & Practice: Math & Fine Arts (Tab 15), and EDTE 225R Applications for Democratic Education (Tab 17). They begin applying these concepts and strategies in EDTE 225F Teaching Practicum I, Objectives 1 and 14 (Tab 14), and EDTE 225S Teaching Practicum II, Objectives 1 and 18, (Tab 18).

**Element 10(d)** Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.

Learning about and practicing strategies and techniques for crisis prevention and conflict management and resolution occurs in PSY 214 Psychology for Teaching, Objectives 2, 6 and 8 (Tab 19), EDTE 225A Fundamentals of Teaching Practice, Objectives 4 and 6 (Tab 9), EDTE 225F Teaching Practicum I, Objectives 1 and 14 (Tab 14), and EDTE 225S Teaching Practicum II, Objectives 1 and 18, (Tab 18).

**Element 10(e)** Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

Candidates begin to learn about the range of school and community services in HCSV 260 Child Health (Tab 20), EDUC 102 Objectives 4 and 5 (Tab 8), EDTE 225A Objective 5 (Tab 9), and EDTE 225E Teaching Special Populations, Objectives X (Tab 13). Opportunities for learning related to Element 10(e) continue in EDTE 225F Teaching Practicum I, Objectives 1 and 14 (Tab 14), EDTE 225S Teaching Practicum II, Objectives 1 and 18, (Tab 18). Teaching Practica require candidates to attend Cluster Group Meetings (meetings of student teachers at one school or from nearby schools). These meetings allow candidates, supervisors and school officials to discuss school operational issues such as those in Standard 10.
Element 11(a) Child and Adolescent Development. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

Concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents are learned in PSY 214 Psychology for Teachers Objectives XXX (Tab 19), ENGL 232 Theory and Practice of Second Language Acquisition, Objectives 1 and 4 (Tab 21), and EDTE 225E Teaching Special Population, Objective X (Tab 13). Candidates use this knowledge to create learning opportunities that support student development, motivation and learning in:

EDTE 225A Fundamentals of Teaching Practice, Objectives 1, 2, and 4 (Tab 9),
EDTE 225B Teaching with Technology, Objective 9 (Tab 10),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting Objective 6 and 8 (Tab 11),
EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting Objectives 2, 3, 8, 9 and 10 (Tab 12),
EDTE 225E Teaching Special Populations, Objectives 1, 4 and 7 (Tab 13),
EDTE 225F Teaching Practicum I, Objective 5, 6 and 9 (Tab 14),
EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, Math Objective 4 (Tab 15),
EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 4 and 5 (Tab 16),
EDTE 225R Applications for Democratic Education, Objective 4 (Tab 17), and
EDTE 225S Teaching Practicum II Objectives 9, 12, and 16 (Tab 18).

Element 11(b) Theories of Learning. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human
Candidates learn concepts, principles and research associated with theories of human learning and achievement in PSY 214 Psychology for Teachers Objectives 1, 2 and 8 (Tab 19). Application to instruction occurs in:

EDTE 225A Fundamentals of Teaching Practice, Objectives 1, 2, and 4 (Tab 9),
EDTE 225B Teaching with Technology, Objectives 4, 7, 8 and 9 (Tab 10),
EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting Objective 6 and 8 (Tab 11),
EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting Objectives 3, 4, 10 and 12 (Tab 12),
EDTE 225E Teaching Special Populations, Objectives 1, 5, and 6 (Tab 13),
EDTE 225F Teaching Practicum I, Objective 5, 6 and 9 (Tab 14),
EDTE 225G Curriculum Theory & Practice: Math & Fine Arts, Math Objective 4 (Tab 15),
EDTE 225H Curriculum Theory & Practice: Science & Social Studies, Science Objectives 4 and 5 (Tab 16),
EDTE 225R Applications for Democratic Education, Objective 4 (Tab 17), and
EDTE 225S Teaching Practicum II Objectives 9, 12, and 16 (Tab 18).

Element 11(c) Social, Cultural and Historical Foundations. Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

Learning focused on social, cultural and historical foundations occurs in EDUC 100 Democracy and Public Schooling in America, Objectives 2 and 3 (Tab 7), and EDUC 102 Access and Equity in Education, Objective 3 (Tab 8). Candidates draw on these foundations as they make instructional planning, teaching and assessment decisions throughout the program. See EDTE course syllabi at Tabs 9 through 18). See especially, syllabi for EDTE 225F Teaching Practicum I, Objective 14 (Tab 14), and EDTE 225S Teaching Practicum II Objectives 6, 8, and 18 (Tab 18).
Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.

Element 12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

Study related to Element 12(a) occurs primarily in EDUC 100 Democracy and Public Schooling in America, Objectives 4 through 8 (Tab 7), EDUC 102 Access and Equity in Education, Objective 4 and 5 (Tab 8) and EDTE225A Fundamentals of Teaching Practice, Objective 8 (Tab 9). Candidates continue learning and practice professional responsibilities in EDTE 225F Teaching Practicum I, Objectives 1 and 6, Requirements 2 and 6 (Tab 14), and EDTE 225S Teaching Practicum II, Objectives 1, 3, and 8, Requirements 2 and 6 (Tab 18).

Element 12(b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.

Candidates learn about the relationship between background characteristics and inequities in US schooling in EDUC 102 Access and Equity in Education, Objectives 3, 4 and 5 (Tab 8). They learn about relationships between teacher expectations and student achievement primarily in PSY 214 Psychology for Teaching, Objectives 2, 3, 6 and 7 (Tab 19) and EDTE 225A Fundamentals of Teaching Practice, Objectives 4 and 5 (Tab 9).

Element 12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative
data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.

The importance of challenging students to set and meet high academic expectations is primarily addressed in EDTE225A Fundamentals of Teaching Practice, Objective 5 (Tab 9). Using multiple sources of information about students to influence instructional; planning and make it better is addressed in EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objectives 3, 4, and 5 (Tab 11), EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 8, 11 (Tab 12). Planning for instruction that meets ambitious learning goals is reinforced throughout the curriculum of the MS Program, and should be especially noted in EDTE 225F Teaching Practicum I, Objectives 7, 10 and 11 (Tab 14), and EDTE 225S Teaching Practicum II, Objectives 7, 8, 13, 14, and 16 (Tab 18).

Element 12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students’ prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner’s achievements by building on students’ prior instruction and experience.

Candidates learn why and how to consider students’ prior knowledge, experiences, abilities and interests as they plan academic instruction in PSY 214 Psychology for Teaching, Objectives 4, 6, and 8 (Tab 19) EDTE 225A Fundamentals of Teaching Practice, Objective 5 (Tab 9), EDTE 225C Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting, Objective 2, 3, 4, and 8 (Tab 11), EDTE 225D Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting, Objectives 2, 8, and 11 (Tab 12), and EDTE 225R Applications for Democratic Education, Objective 8 (Tab 17). Candidates practice maximizing learner achievements in EDTE 225F Teaching Practicum I, Objectives 5, 9, 10, 11, 12 and 14 (Tab 14), and EDTE 225S Teaching Practicum II, Objectives 7, 8, 12, 13, 14, 16, 17, and 18 (Tab 18).

Element 12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher’s unique role in advancing each student’s academic achievements.

Element 12(e) is addressed throughout the MS Program, but primarily in PSY 214 Psychology for Teaching, Objectives 6 and 7 (Tab 19), EDUC 102 Access and Equity in Education, Objective 2 and 4, (Tab 8), EDTE 225A Fundamentals of Teaching Practice, Objective 2, (Tab 9). Cluster group
meetings and extensive work in schools during teaching practica reinforce the professional role that teachers have in advancing each student’s academic achievement.

Element 12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

Although MS candidates have several opportunities to work with peers, teachers and adults on collaborative, collegial planning while in the program, EDTE 225R, Applications for Democratic Education, Objective 9 (Tab 17) emphasizes the benefits and methods of collaborative work through the design of a standards-based thematic interdisciplinary instructional unit. Collegial work continues into teaching practica with cooperating teachers and peer colleagues. Team teaching opportunities are available in teaching practica.
Program Standard 13: Preparation to Teach English Learners
In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student’s language acquisition.

The response to Program Standard 13 is currently under review through the AB 1059 review process.
Standard 14: Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Element 14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.

Element 14(a) is addressed in EDTE 225E Teaching Special Populations, Objective 1 (Tab 13). Candidate learn about the different disabilities classified under IDEA-97, including a brief explanation of the functional problems faced by each, as well as how they are typically incorporated into the general education classroom. Greater focus is placed on the most common disabilities found in the general education classroom: mild developmental delays, learning disabilities and students with language disorders. Typical students given protection from discrimination under the Americans with Disabilities Act but not under IDEA-97 are described and discussed.

Element 14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher’s role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.

In EDTE 225E Teaching Special Populations, Objective 2 (Tab 13), candidates learn the he key elements of IDEA-97, the Americans with Disabilities Act and the differences between the two. They also learn about the process of referral and assessment of a potential special education student and the general education teacher’s obligation in the process. Components of an IEP are reviewed, attention is paid to promotion-retention, state standardized testing, training and support for general education teachers and models for supporting inclusion.

Element 14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.
Element 14(c) is addressed primarily in EDTE 225C *Early Reading and Literacy Development in a Multilingual/Cross-cultural Setting*, Objectives 3, 4, and 5 (Tab 11), EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting*, Objectives 8 and 11 (Tab 12), and EDTE 225E *Teaching Special Populations*, Objectives 3 and 4 (Tab 13).

Candidates learn the functional manifestations of learning disabilities, as academic deficits and as social-behavioral deficits. They learn quick screening methods for determining reading fluency and methods for more complete reading analysis. Candidates learn how a multi-disciplinary team uses test data to determine eligibility for special programs, how to research student background to determine whether observed deficits may be due to cultural differences or lack of educational opportunity and how to access support personel.

*Element 14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.*

Candidates learn methods and techniques for meeting the needs of exceptional students in the general education classroom primarily in EDTE 225E *Teaching Special Populations*, Objectives 5 and 6 (Tab 13). Adaptation and modification is based on a hierarchy of necessary modifications and interventions. These include environmental adjustments to reduce distractions, examination of systems of instructional delivery, and modifying materials to improve access.

The program also addresses this element in EDTE 225B *Teaching with Technology*, Objectives 5 and 9 (Tab 10), EDTE 225D *Reading Comprehension and Content Area Literacy in a Multilingual/Cross-cultural Setting*, Assessment 2 Unit Plan (Tab 12), EDTE 225G *Curriculum Theory & Practice: Math & Fine Arts*, Arts Objective 5, (Tab 15), and EDTE 225R *Applications forDemocratic Education*, Objective 8 (Tab 17). Candidates practice differentiated instruction in EDTE 225F *Teaching Practicum I*, Objectives 12 and 13 (Tab 14) and EDTE 225S *Teaching Practicum II*, Objectives 15 and 16 (Tab 18).

*Element 14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.*
Candidates learn about planning differentiated instruction in EDTE 225E *Teaching Special Populations*, Objective 6 (Tab 13). They explore strategies that foster student independence while providing greater structure and support for those who are academically or socially disadvantaged. The advantages of broad strategic teaching are emphasized as a means for reaching a wide range of students from gifted to special needs while supporting the core curriculum. EDTE 225A *Fundamentals of Teaching Practice*, Objective 2 (Tab 9) in which the Universal Access Page is introduced, EDTE 225G *Curriculum Theory & Practice: Math & Fine Arts*, Arts Objective 5 (Tab 15), EDTE 225H *Curriculum Theory & Practice: Science & Social Studies*, Science Assessment for Objectives 2, 3, and 4 (Tab 16), and EDTE 225R *Applications for Democratic Education*, Objective 8 (Tab 17) promote and reinforce this concept. Candidates have opportunities to practice providing access to the core curriculum for special needs students in EDTE 225F *Teaching Practicum I*, Objectives 1 and 12 (Tab 14) and EDTE 225S *Teaching Practicum II*, Objectives 1, 4, 13, 15 and 16 (Tab 18).

*Element 14(f)* Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Candidates examine the purpose of disruptive and negative behavior and learn to analyze them for antecedent events and payoffs within the classroom setting in EDTE 225E *Teaching Special Populations* Objective 7 (Tab 13). Issues of social integration are also addressed in EDTE 225A *Fundamentals of Teaching Practice*, Objectives 5 and 6 (Tab 9), and EDTE 225F *Teaching Practicum I*, Objective 13 (Tab 14), and EDTE 225S *Teaching Practicum II*, Objective 15 (Tab 18).
Category D
Supervised Fieldwork in the Program

Program Standard 15: Learning to Teach Through Supervised Fieldwork
The professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates’ meeting the Teaching Performance Expectations, and (3) contributes to candidates’ preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

The MS Program values significant supervised and guided experiences in schools as an essential component in preparing Multiple Subject teachers. Supervised school experiences within the MS Program are managed through two university courses, EDTE 225F Teaching Practicum I and EDTE 225S Teaching Practicum II. Teaching practica are to be completed sequentially within Block 3 of the MS Education Block System. (Candidates are admitted to the MS Program after successfully completing Education Block System requirements for Block 1 that include an Introductory School Experience that meets the Elementary Subject Matter Standards. In Block 2 candidates complete courses that provide educational foundations in a democracy, and begin to prepare them in elementary curriculum and instruction, technology and teaching English learners.)

EDTE 225F Teaching Practicum I is ten weeks of full-time (full-day, five days per week) experience; EDTE 225S Teaching Practicum II is fifteen weeks of full-time experience in the K-12 school. Assignments to teaching practica are arranged through the MS Placement Director, who also assigns each candidate to a cluster group for peer support and discussion. Daily supervision, guidance and assessment is provided by an MS cooperating teacher. A trained university supervisor also observes, assesses, guides and supports the candidate and cooperating teacher. The Professional Education Programs Handbook is a primary source of information for candidates, university supervisors, and K-12 school personnel. It provides information on responsibilities, expectations, requirements, policies and procedures for all aspects of the program, as well as forms and checklists for use in the program.

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14 MS and SS Programs have developed a training program for supervisors that reviews policies, procedures and skills. This program is offered twice yearly to all MS and SS faculty and supervisors.
For intern candidates, *Teaching Practicum I* and/or *II* are completed in the employed MS teaching position held by the candidate. Placement in such a position is based largely on an employment decision by the school district and candidate qualifications for the California Intern Credential. A local support teacher is assigned to provide daily, on-site supervision, guidance and assessment. The assigned university supervisor role is the same as for a student teacher. The *Professional Education Programs Handbook* provides detailed information about the Intern Program.

Teaching Performance Assessment Task #2 (Tab 4) is administered during *Teaching Practicum I*. Tasks 3 and 4 are administered during *Teaching Practicum II*.

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**Element 15(a)** *During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students’ needs, interests and accomplishments; and (3) the observed results of the strategies.*

During EDTE 225F *Teaching Practicum I* and EDTE 225S *Teaching Practicum II* candidates have numerous opportunities to plan and practice multiple strategies for managing and delivering instruction. See syllabi for EDTE 225F (Tab 14) and EDTE 225S (Tab 18) to review Objectives and Course Requirements. See especially Objectives 3 and 14 in EDTE 225F and Objectives 5, 6, 8, 12 and 17 in EDTE 225S. Course requirements show that candidates complete individual teaching assignments, that they are observed formally and informally by cooperating teachers and university supervisors, and that these observations result in feedback, guidance and support for improvement.

At specific points in teaching practica three-way conferences are held among the candidate, cooperating teacher and university supervisor for the purpose of a group discussion on candidate progress, identification of areas for improvement and planning for improvement in teaching performance, as well as review of candidate effectiveness in applying teaching strategies in relation to California academic content standards, curriculum frameworks, and student needs interests and accomplishments. In teaching practica, three-way conferences are held, at a minimum, at the beginning of the experience, prior to the half-day solo teaching experience (for *Teaching Practicum I*) or prior to the solo teaching experience (for *Practicum II*), and at the end of the experience.

Each candidate is assigned to a Cluster Group. Cluster groups consist of candidates, in both *Teaching Practicum I and II*, assigned to a single school or to schools geographically near to each other.
Cluster groups bring candidates and university supervisors (and optionally cooperating teachers and other university faculty) together to discuss topics related to teaching and practicum experiences that will assist candidates in meeting the TPEs. Intern candidates are assigned to cluster groups with other MS candidates in their nearby geographic area. For candidates distant from others, technological means may be used to bring cluster group members together, or meetings can be arranged on the CSU, Chico campus.

**Element 15(b)** During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in Appendix A.

Opportunities to observe, acquire, and utilize pedagogical knowledge, skills and abilities are provided through the ten-week full-time EDTE 225F *Teaching Practicum I* and fifteen week full-time EDTE 225S *Teaching Practicum II*. Intern candidates complete teaching practica over an entire school year, meeting the same objectives and course requirements as student teachers. Course requirements drawn from objectives for *Teaching Practicum I*, (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, and 14, Tab 14) and *Teaching Practicum II*, (Objectives 1, 2, 4, 5, 6, 8, 9, 11, 12, 16, 17, and 18, Tab 18) show the importance of developing pedagogical knowledge and skills by MS teacher candidates.

**Element 15(c)** During the supervised student teaching or internship, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Student teacher\(^\text{15}\) candidates complete EDTE 225F *Teaching Practicum I* in ten weeks of full-time (full-day, five days per week) experience. EDTE 225S *Teaching Practicum II* is fifteen weeks of full-time experience in the K-12 school. Intern candidates complete teaching practica over an entire school year. All candidates experience all phases of the school year, including school start-up.

Student teacher candidates experience working in at least two different grade levels (at least one in public school), including a placement in kindergarten through second grade where beginning reading skills are taught. All candidates also acquire experience with English learners and have classroom experiences with a variety of students including special education students who are mainstreamed.

\(^{15}\) The term “student teacher” is used here to denote the unemployed candidate who is assigned a teaching practicum placement by the MS Program. Candidates employed as teachers under the California Intern Credential are called “interns.”
Candidates are placed during at least one teaching practicum in an identified classroom where they must provide guided instruction to second language learners and implement English language development strategies. For more detail, see the Teaching Practicum section of the *Professional Education Programs Handbook* (Tab 5).

Intern candidates complete most teaching practica requirements in their employed positions, however when significant experience teaching English learners is not available in that setting, the program assigns the intern candidate to a linguistically diverse classroom in which they teach under the guidance of an experienced, appropriately credentialed cooperating teacher.

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*Element 15(d)* The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.

The formal process for determining readiness of the candidate for advancement to daily responsibility for whole-class instruction is determined in a three-way conference among the student teacher, cooperating teacher and university supervisor. Course requirement #5 for EDTE 225S *Teaching Practicum II* states:

5. Before your solo teaching experience, meet with your cooperating teacher and your university supervisor in a three-way conference for the purpose of (1) reviewing and recording your observations and reflections on the important aspects of teaching and your experiences teaching individual and groups of students, (2) reviewing and recording your strengths and needs for improvement towards meeting the course objectives and showing competence in the TPEs, (all areas of needed improvement will be recorded and a plan and timeline for remediation will be developed), and (3) determining your readiness for advancement to daily responsibility for whole-class instruction in the program as specified in Standard 15(d).

Candidates observe, discuss, reflect on and participate in important aspects of teaching, and teach individual students and groups of students throughout Block 1, 2 and 3 of the MS Program before being given daily responsibility for whole-class instruction. Course requirements, the Teaching Portfolio, and activities in teaching practica engage candidates in these experiences before assuming responsibility for whole class instruction. See course syllabi, Tabs 7 through 18, and the *Professional Education Programs Handbook* at Tab 5.
Candidates observe and participate in at least two K-12 classrooms during the MS Program. Teaching practica placements are made in two classrooms, different by grade level, and typically in different schools. One of those schools has been classified as hard-to-staff and/or under-performing. Prior to admission to the MS Program candidates complete an Introductory School Experience in a K-12 classroom, usually different from a teaching practicum placement classroom.

**Element 15(e)** Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.

MS Program follows placement procedures for teaching practica so that candidates are assigned in at least two different grade levels (at least one in public school), including a placement in kindergarten through second grade.

**Element 15(f)** Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

This document provides a response only to Standards and Elements applicable to the MS Program.

**Element 15(g)** The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern’s period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern’s advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

Intern candidates complete most teaching practica requirements in their employed positions. For each intern, the school district and the university enter into an agreement in a Memorandum of Understanding that specifies the minimum amount of guidance and assistance to be provided by each member of the support team. A qualified local support teacher is assigned by the school district to provide site-based supervision during the intern’s period of daily teaching responsibility. The Intern Program requires that the local support teacher observe the intern weekly during the first month of employment and monthly thereafter for the term of the intern assignment.

Intern candidates complete the same Teaching Practicum I and II requirements as other MS candidates. Objectives and requirement are in course syllabi at Tabs 14 and 18. The MS program
requires the intern candidate to experience teaching in at least two different classrooms including a placement in kindergarten through second grade where beginning reading is taught. The program assigns the interns to a classroom with significant numbers of English learners in which they teach under the guidance of an experienced, appropriately credentialed cooperating teacher, if the intern’s employment classroom does not provide sufficient experience with English learners.
Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Element 16(a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented.

Collaboration between the university, local school and district administrators, and teachers is essential to the Multiple Subject Program. Major components -- observation in classrooms, introductory planning and teaching, and extended teaching practica -- are conducted in public schools and, for effectiveness and success, require the daily guidance and participation of cooperating teachers and school administrators.

The MS Program maintains close working relationships with schools in the service area of CSU, Chico through the MS Placement Director. Working with school district personnel, the Placement Director has identified school sites where the state-adopted academic core curriculum is being effectively implemented, the student population reflects linguistic and cultural diversity appropriate for teachers being prepared to teach English learners, there is a core group of appropriately credentialed cooperating teachers interested in working with the MS Program and there is an interest in applying democratic educational practices.

In the few cases in which placements are made in private schools, the curriculum of that school is reviewed for equivalence with the state-adopted academic core curriculum.

Element 16(b) Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English learners.

Teachers for the cooperating teacher pool who will work with program faculty as partners in the day-to-day supervision of candidates are sought through this process.
1. The MS Placement Director identifies a school site and consults with the principal to determine both teacher interest and obtain recommendations from the principal.

2. Potential cooperating teachers whom the principal has approved for work with the MS Program are invited to submit a Cooperating Teacher Information Form (Tab 23). This form gathers information on the teacher’s educational profile, teaching assignment and professional development. This information assists the Placement Director in making teacher selections and candidate placement assignments. The school principal’s signature on the Cooperating Teacher Information Form indicates his or her recommendation of the potential cooperating teacher as exemplary, having knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional educators.

When teaching practica placements are made the Placement Director works with school district administrators, following procedures determined in consultation with each district, to assign student teachers to cooperating teachers from the Cooperating Teacher Pool. Placement sites and cooperating teachers are reviewed regularly for appropriateness and effectiveness by the MS Placement Director and school administrators. University supervisors, along with informal candidate input, evaluates cooperating teacher. Based on this evaluation process teachers continue serving as cooperating teachers or do not continue working with the MS Program.

Records are maintained to ensure that at least one placement for each student teacher is in a classroom that will provide significant experience with English learners and one placement is in a low-performing and/or hard-to-staff school.

Element 16(c) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the supervising teacher’s specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.

Criteria for selection of cooperating teachers (procedures are presented above in Element 16(d)) are included in the Professional Education Programs Handbook (Tab 5), and in the Cooperating Teacher Information Form.
Cooperating teachers meet these qualifications:

- Have at least three years of successful K-12 teaching experience,
- Hold a valid California teaching credential for the subject and services they are providing,\(^\text{16}\)
- Be recognized by their site principal as an effective teacher (including literacy instruction in the content areas) who has the potential for, or demonstrated competence as a cooperating teacher,
- Understands the aims structure and procedures of the MS Program, and
- Demonstrates willingness to work with Department of Education faculty via orientation sessions, cooperating teacher annual conference, three-way conferences, and ongoing communication.

These qualifications are consistent with the responsibilities and expectations the MS Program has of cooperating teachers as published in the *Professional Education Programs Handbook* (Tab 5). Cooperating teachers provide supervision, guidance and instruction for candidates, and they regard the program as a gradual introduction to teaching for the candidate. Local support teachers for intern candidates meet the same qualifications as cooperating teachers and have similar responsibilities.

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*Element 16(d)* In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate’s teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.

It is a policy of the Department of Education that all cooperating teachers must hold a valid California teaching credential for the subject and services they are providing. Cooperating teachers providing instruction for English learners must be appropriately credentialed or certified. Information on cooperating teacher qualifications is maintained in our Cooperating Teacher Pool.

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*Element 16(e)* Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program’s curriculum; and effective professional communication with student teachers and intern teachers.

The Department of Education holds an Annual Cooperating Teacher Day Conference that has proven extremely valuable in conducting face-to-face dialogue focused on program information, program
improvement, and for assisting cooperating teachers in improving their understanding and skills in guiding student teachers. About 150 cooperating teachers attend this event each year. The Department of Education covers the costs of informational materials, meals, mileage, and substitute teachers. The program includes agenda items from the list in Element 16(e) as well as sessions for suggesting program improvements and sessions on education for democracy. This event has been valuable each year for the networking between cooperating teachers and Department of Education faculty and staff, and for communication about the rationale-based, outcomes-driven, quality Multiple Subject Program we strive to provide. A similar annual program is offered for local support teachers and intern supervisors called the Intern Support Teacher Workshop.

Element 16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors’ expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

Individuals who provide professional development at the Annual Cooperating Teacher Conference (and Intern Support Teacher Workshop) include Department of Education faculty, distinguished teachers in residence (district teachers who work for the department), and experienced cooperating teachers. All presenters, to date, have been experienced K-12 teachers, many with years of experience supervising credential candidates, and knowledgeable of items 2 – 4 of Element 16(f) which are represented throughout the MS Program.

Element 16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (1) performance expectations for the candidate’s teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

Each MS Program participant receives a copy of the Professional Education Programs Handbook (Tab 5). It is a primary source of information for candidates, university supervisors, and K-12 school personnel. The handbook provides information on responsibilities, expectations, requirements, policies and procedures for all aspects of the program, as well as copies of evaluation forms and

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16 Cooperating teachers providing instruction for English learners must be appropriately credentialed or certified.
checklists for use in the program. Procedures for candidate remediation and program dismissal, if needed, are briefly reviewed in the handbook.

Cooperating teachers (and local support teachers for intern candidates) are oriented to their role through early semester three-way conferences among the university supervisor, cooperating teacher, and candidate that include introduction to the teaching practica expectations, and discussion of the responsibilities of the candidate, cooperating teacher, and university supervisor, and information in the handbook.
Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Element 17(a) Prior to being given daily responsibility for whole class instruction in a K-12 school, each candidate fulfills the state basic skills requirement and verifies completion of at least four fifths of the state subject matter requirement.

Responsibility for whole class instruction occurs in EDTE 225S Teaching Practicum II for MS student teachers. It is a local policy that all student teachers shall have passed CBEST and met California subject matter requirements prior to beginning Teaching Practicum II. For intern candidates, who hold positions as teacher of record during EDTE 225F Teaching Practicum I, we require that they have passed CBEST and can verify at least four fifths of the state subject matter requirement. The MS Program requires that interns meet the state subject matter requirement prior to the time they enter Teaching Practicum II.

In order to track candidates and requirements, Department of Education staff maintain data files that allow regular checks and follow-up with candidates.

Element 17(b) Prior to assuming daily responsibility for whole class instruction in a K-12 school, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.

A review of each candidate’s fundamental ability to teach in the major domains of the Teaching Performance Expectations is one of the purposes of Course Requirement #5 in EDTE 225S Teaching Practicum II, the three-way conference that “reviews and records candidate strengths and areas for improvement towards meeting course objectives and showing competence in the TPEs, (all areas of improvement will be recorded and a plan and timeline for improvement will be developed). See syllabus for EDTE 225S at Tab 18.
Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate’s pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the Teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate’s pedagogical performance in relation to the TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Element 18(a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher’s work in delivering the curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.

The MS Program emphasizes that teaching practica are a gradual introduction to teaching for the credential candidate. Course syllabi for EDTE 225F Teaching Practicum I (Tab 14) and EDTE 225S Teaching Practicum II (Tab 18) show that expectations and requirements for candidates become increasingly complex. It is typical for candidate responsibilities in the classroom to grow from observation and aiding type tasks to more and more teaching responsibilities. This gradual increase in complexity is also reflected in the TPE Rubrics (Tab 24) that we have developed to communicate target behaviors for each TPE. Teaching practica for intern candidates are explained through the same course syllabi and rubrics.

Element 18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7: Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.

In supervised teaching practica the pedagogical assignments and tasks of candidates address items 1 – 3 of Element 18(b). Objectives and requirements for EDTE 225F Teaching Practicum I are at Tab 14 and for EDTE 225S Teaching Practicum II are at Tab 18.
**Element 18(c)** In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English.

This document provides a response only to Standards and Elements applicable to the MS Program.

**Element 18(d)** By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by one or more supervisors who know and understand the California Standards for the Teaching Profession and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

The objectives and requirements for EDTE 225F Teaching Practicum I (Tab 14) and EDTE 225S Teaching Practicum II (Tab 18) were developed from the TPEs. Course syllabi reflect this, as do descriptions of practice contained in the TPE Rubrics. Teachers and university supervisors who work with programs of the Department of Education are very familiar with the California Standards for the Teaching Profession. The MS Program that is being remodeled into this SB 2042 proposal was guided by CSTPs as the remodeled program will be guided by TPEs. Cooperating teachers and university supervisors were trained to assess candidate performance on CSTPs, candidates prepared teaching portfolios organized around CSTPs, and many cooperating teachers have experience and training through regional BTSA programs.

The connection to CSTPs will continue through our ongoing connection to BTSA programs. As an example of this connection, the final program evaluation results in the candidate, cooperating teacher and university supervisor creating an Individual Improvement Plan for the candidate drawn from BTSA materials and the BTSA process.

The MS Program assessment system provides many opportunities for candidates to apply the Plan – Teach – Assess – Reflect Cycle. Observations and feedback of teaching performance by candidates guide the them in making progress on the TPEs. Embedded sequentially applied TPA Tasks provide additional opportunities for assessment to be formative and add to candidate progress on meeting the TPEs. TPE Rubrics serve as an indicator of expectations.
Element 18(e) Each candidate’s supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program’s expectations for candidates’ responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in Appendix A.

Each MS candidate is assigned a faculty adviser, who along with Department of Education staff, assist candidates in understanding the program and setting up plans for program progress and completion. At the time candidates are assigned placements for teaching practica, university supervisors are assigned to guide the school experience of each candidate. Supervisors and advisers are knowledgeable of the MS Program and expectations and help assure that candidates are clear on the expectations they must meet and responsibilities they must fulfill.

Course assessments throughout the program and especially course requirements in EDTE 225F Teaching Practicum I (Tab 14) and EDTE 225S Teaching Practicum II (Tab 18) resemble the locally developed TPA Tasks (Tab 4).

Element 18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

University supervisors and cooperating teachers formally and informally observe candidate teaching performance. Formal observations are guided by observations forms designed to help the observer keep the TPEs in mind. See Observation Forms at Tab 25. TPE Rubrics (Tab 24) have been developed to clearly indicate expectations and progress toward meeting TPEs.

Supervisors follow a clinical supervision model as closely as they are able. This model typically include as brief pre-observation conference, the observation, and a post-observation debriefing and reflection session, held soon after the observation.

Element 18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates’ pedagogical assignments and tasks in required coursework and supervised fieldwork.
Consultation among instructors, university supervisors and cooperating teachers is facilitated through a few levels. The Multiple Subject Faculty Team meets several times each semester (about every three weeks). Attendance is course instructors and university supervisors. These meetings provide a venue to communicate on course and teaching practicum expectations and assignments, including individual candidate progress. University supervisors in their visitation schedules confer with each cooperating teacher. They use these opportunities to communicate about program expectations, TPEs, plans for individual candidates assignments, and concerns and suggestions for program improvements.
### Revised Program Standard 19: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.

#### Element 19(a) By design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates will be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the TPEs.

The design of the MS Program is structured around professional education courses and teaching practica. Standard objectives and assessments have been designed for each course and will be administered to all candidates regardless of section or courses instructor. These assessments provide practice similar to the embedded TPA Tasks.

Candidates are informed of expectations at Start-Up Day (with mandatory attendance) a specialized orientation to the MS Program, through the Professional Education Programs Handbook (Tab 5) and through clear course syllabi that link objectives and assessments (see syllabi at Tabs 7 through 18). Instructors and university supervisors guide and coach candidates in the completion of formative assessments, that prepares them for the summative assessment and provide them with timely feedback.

#### Element 19(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects of the credential. At least one supervising teacher and one institutional supervisor summatively assess candidate performance in relation to the TPEs using documented procedures or instruments that are clear, fair, and effective.

The summative assessment focuses on candidate teaching performance in the classroom. TPA Tasks increase sequentially in complexity. Tasks 2, 3, and 4 are based in actual teaching practice and drawn from and related the TPEs. Task 4 requires the candidate to successfully perform a great portion of the teacher’s role during Teaching Practicum II. Candidate performance on the summative assessment is evaluated by university supervisors and cooperating teachers who have been trained on our TPA system and understanding of the TPEs.
TPE Rubrics (Tab 24) describing target performance on each TPE have been developed. Each candidate along with their university supervisor and cooperating teacher use these rubrics to assess candidate performance and assist the candidate in developing an Individual Improvement Plan near the end of Teaching Practicum II as part of the MS/SS Program Final Evaluation Form\textsuperscript{17} (see form at Tab 6).

\textit{Element 19(c) One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate’s competence and performance.}

To make a recommendation for the Preliminary Level I Multiple Subject Credential for individual candidates we follow the comprehensive assessment system described below. Assessments are embedded throughout the program. The process to make a recommendation for the credential begins at the end of the semester prior to Teaching Practicum II. Results are recorded on the MS/SS Program Final Evaluation Form. Candidates, at any stage, not making satisfactory progress toward a credential recommendation are identified to the program coordinator.

1) At the end of the semester prior to Teaching Practicum II a check is made of candidate course grades, program grade point average (GPA), results of TPA Task #2, and early portfolio review. If these are satisfactory including a candidate GPA of 3.0 or better, a Program Final Evaluation Form is prepared for the candidate with a record of these checks. The candidate is enrolled in Teaching Practicum II.

2) The candidate successfully completes TPA Task #3 during Teaching Practicum II. This is recorded on the Program Final Evaluation Form.

3) The candidate successfully completes TPA Task #4 during the solo teaching period of Teaching Practicum II and a record is made on the Program Final Evaluation Form.

4) The candidate completes his or her Teaching Portfolio and attends a final portfolio evaluation meeting. See criteria for portfolio evaluation in the \textit{Professional Education Programs Handbook} at Tab 5. Results are recorded on the Program Final Evaluation Form.

5) The candidate attends a Final Review Meeting with his or her cooperating teacher and university supervisor. At this meeting progress in the program is reviewed and the three-way team completes the portion of the Program Final Evaluation Form that sets growth

\textsuperscript{17} The Program Final Evaluation Form was designed with the assistance of the Regional BTSA/IHE Transition Team, and is similar to the BTSA Individual Improvement Plan Form.
goals similar to the BTSA Individual Improvement Plan. A copy of the form, with university supervisor and cooperating teacher recommendation is submitted to the Multiple Subject Program.

The MS Program Coordinator and the MS Placement Director review each candidate’s MS/SS Program Final Evaluation Form and make a recommendation that is communicated to the candidate in a Finisher Letter (if appropriate) and to the CSU, Chico Credential Analyst.